Technical Review Coversheet

Applicant: University of Arkansas (S336S220032)

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

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	28
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	26
Quality of the Project Evaluation		
Quality of the Management Plan		
1. Management Plan	20	17
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	0
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	1
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total 111 97		

Technical Review Form

Panel #2 - Panel - 2: 84.336S

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

Applicant: University of Arkansas (S336S220032)

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 partner district for this project has been designated a geographical teacher shortage area for 2021-22 based on the number of uncertified teachers filling true vacancies (e18). The proposed project intends to address this need by creating a grow your ow program, targeting students as early as high school to become teachers and providing an alternative route to prepare more teachers to become certified teachers in Arkansas (e42).

The partner district has an immediate need for Mathematics, Elementary Education, and Special Education teachers (e22). The proposed program will prepare individuals to obtain endorsements in special education to meet this need.

In the partner district, 38% of students are Hispanic/Latino, and 53% of the total population is minority (e19), yet 90% of the teachers are white (e20). The district has clear need for more diverse teachers. The proposed project purports to address this need by recruiting more diverse candidates. Providing more divers candidates to result in more teachers of color has the potential to boost the academic performance of all students, and especially students of color.

According to the needs assessment (e76), rural districts with large populations of ESL students do not have appropriately certified teachers to work with these students. The proposed project will prepare divers candidates to teach students with limited English proficiency.

The applicant has provided a comprehensive logic model to include goals and objectives, outputs, and short-medium-and-long term outcomes (e78). The logic model has clearly linked each project goal and objective to outputs and outcomes, demonstrating a clear rationale for how outcomes can be obtained for each goal and objective.

The proposed program is part of a comprehensive effort to improve teaching and learning in Arkansas. In spring 2018 Arkansas' announced the Teach Arkansas Campaign, and in Fall 2022 the Arkansas Department of Education is launching a pre-baccalaureate Teacher Residency Model. The proposed project, will extend upon this model, focusing on the needs of rural school districts (e28). Building upon an existing program helps present a comprehensive effort and produce greater buy-in and investment in the program, in that it aligns with the priorities of leadership.

The state of Arkansas is making a comprehensive effort to improve teaching and learning and has made it a priority. Educator preparation programs in Arkansas are required to include professional learning communities (PLCs), and pre-and-in service teachers must be evaluated using the Teacher Excellence and Support System (TESS) (e29). Mandating PLCs and an evaluation system helps ensure a standard for teacher preparation, which the proposed program will adhere to. Creating and implementing a program that aligns with the state's effort to improve teaching and learning creates cohesion, garners support for the program and increases the likelihood of sustainability.

The applicant has provided goals, objectives, and outcomes that are clearly specified and measurable (e47). Goals and objectives are either clearly categorical (it happened, or it didn't) or provide an objective measure of whether or not the target was met. Having clear and measurable objectives, goals and outcomes helps create objective means for evaluating the program to determine if intended outcomes were met.

All teacher education programs at the university are aligned with the Council for the Accreditation of Educator Preparation (CAEP) standards, which require empirically based practice and scientifically valid research related to teaching and learning (e17), therefore, methods to train teacher candidates are grounded in research and likely to achieve intended results.

The proposed project will build district capacity by helping the district develop standardized experiences and shared language and definitions to ensure standardization within itself and between the district and university (e57). This will occur through developing an assessment and performance management system to assess candidate growth through the program and discussions of evidence-based approaches for mentors, the site supervisor, and university supervisors that will be continually discussed and revised.

Weaknesses:

It is not clear from the information provided that the applicant has made performance feedback and continuous

improvement an integral part of the project's design. Making this process integral to the project's design would entail clear and specific processes for collecting data and using it to make program adjustments and improvements, which the applicant has not clearly provided.

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:

Data sources for the proposed evaluation represent a combination of qualitative (e.g., observations, interviews) and quantitative (e.g., exam scores) data sources. Using multiple sources and types of data allows the evaluator to triangulate the data, which improves the reliability of findings.

To measure program impact, the evaluation will include an analysis of project impact on new teacher achievement by comparing the scores on State Licensure and Certification exams of program candidates to students not participating in

the program. Using comparison groups will strengthen the validity of findings.

The applicant has included a thorough evaluation plan to include the research question, item for evaluation, evaluation method, timeline and responsible party (48). Provided research questions are directly aligned to intended outcomes of the project. Aligning research questions with project outcomes helps to increase the validity of performance data provided in that it will help ensure the evaluation is designed to answer the questions intended. Providing an evaluation plan is thorough and helps to support accountability and organization of the evaluation process.

The proposed evaluation is through and appropriate to the goals, objectives and outcomes of the project. The evaluation will include formative evaluation to assess performance and provide feedback to improve implementation and summative evaluation to determine the project's ability to meet the goals of the project (e48). Including formative and summative evaluative measures helps promote continuous improvement of the program and increases the likelihood the project will achieve its intended outcomes.

Weaknesses:
No weaknesses noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

success; or more than one of these types of evidence.
(v)   The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

Primary project partners (university and district) have each made tangible commitments to the project through its resources. The university will provide personnel, an in-house evaluation, and budget management for the grant, among other things (e54). DPS will provide a teacher and dedicated space for coursework, a mentor and release time for performance of their duties, and laptops (e55).

The proposed budget appears adequate to support the proposed project (e248). It includes costs to support student membership in Educators Rising, stipends for course instructors, licensure fees, and other aspects of the project design.

The proposed budget is reasonable to support the project. No costs appear excessive and as whole, are low as a total

budget.

The applicant has provided letters of support from its primary partners, outlining their overall support for the project and their respective commitments to it (e164-171). Memorializing these commitments in writing helps to formalize their support and create accountability for contributions to the success of the project.

The applicant has provided a clear, multi-year plan to support sustainability of the project (e57-58). Measures to support sustainability include mapping current spending and analyzing funding gaps, identifying budget items that could provide in-kind contribution (e58), and looking for n state non-profit funding sources (e57).

Weaknesses:

The applicant has demonstrated a strong commitment from project partners, but provided limited information on the facilities, equipment and supplies for the project. Beyond the use of classrooms from DPS, it is not clear what facilities will support the project. Similarly, the applicant has indicated that laptops will be provided by the district, but it is not clear what other equipment will be available to the project. No mention of available and committed supplies was provided.

The applicant has provided letters of support from its primary project partners but has not demonstrated support from the larger community or other stakeholders. Having the support of a diverse group of stakeholders help support success and sustainability of the project

Reader's Score: 26

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 applicant has provided a management plan with clear project tasks, responsibilities, timelines, and milestones of the project (e59-63). Detailing tasks and identifying responsible parties and necessary timelines helps create accountability and support the project being completed on time and within budget.

The applicant has put some measures in place to ensure feedback and continuous improvement. District administrators will provide ongoing assessments of aspiring and new teachers through continuous cycles of observation and feedback utilizing the state's required evaluation system, and also collecting data on short-term participant outcomes (e51). These data can be used to make program adjustments to support implementation and

candidate performance.

The project evaluation will include annual focus groups and/or interviews with project staff to document progress towards goals and gather perceptions on project successes and challenges.

Annual focus groups will be conducted with teacher candidates to understand their program experiences and gather perceptions of project impact element and suggestions for project improvement. Similarly, perceptions of project impact on partner organizations and feedback for improvement will be collected through interviews with DPS, community college partners, and other university partners (e51).

Weaknesses:

The applicant has included measures for collecting feedback for continuous improvement but has not clearly described how it will use the collected feedback to make program adjustments. Collecting feedback without a clear plan for using it does not in and of itself, foster continuous improvement.

Reader's Score: 17

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:
   N/A

   Weaknesses:
   N/A

Reader's Score: 0

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:

Teacher candidates will complete a bachelor's degree that provides certification in Elementary Education or Secondary Education with an endorsement in Special Education Resource or English for Speakers of Other Languages to increase the teacher pipeline for Decatur Public Schools (DPS), which has been designated a geographical shortage priority district by the Arkansas Department of Education based on the number of uncertified teachers employed by the district (e26).

The project will undergo a redesign to recruit and maintain diverse candidates to fill the certification shortages. This includes providing a full year residency with an expert mentor teacher, recruiting high-ability, diverse candidates, providing financial support to reduce burden, and providing ongoing mentoring and support for graduates after they enter the teaching force (e23).

To reduce barriers to graduation and support the persistence of diverse candidates, who are often discouraged and frustrated by bureaucratic processes, the proposed program will utilize the in-kind contribution of a Financial Advisor to help students find, apply for, and manage the financial requirements of attaining a four-year degree (e25).

The program's Academic Liaison will serve as Site Coordinator and provide coaching and assistance navigating credential requirements, counseling, and programmatic support (e25). Producing this support to candidates will help remove barriers to completion and increase the likelihood of achieving the intended outcome of preparing more certified teachers for the partner district.

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 has indicated that the proposed program has been structured in such a way to account for students' social, emotional and academic needs. This includes providing financial literacy training, high quality mentors during clinical experiences, and test preparation support for licensure exam.

   Weaknesses:

   The applicant has indicated that the proposed program has been structured in a way to account for students' social, emotional and academic needs, by providing financial literacy training, high quality mentors during clinical experiences, and test preparation support for licensure exam. All of these are likely to support some reduction in emotional burden and support the students' academic needs, but it does not address student social needs or demonstrate any intentionality to identify and/or support students' social and emotional needs, by providing explicit supports such as trainings or embedding SEL content into students' academic preparation.

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 proposed program will prepare candidates to teach elementary or secondary education (e19). The applicant has examined the sources of inequity and inadequacy in the curriculum of their original educator preparation and made adjustments to make it more inclusive.

The applicant has examined the sources of inequity and inadequacy in the curriculum of their original educator preparation and made adjustments to make it more inclusive. The proposed budget includes stipends for instructors to evaluate course objectives, content, materials and assignments for diversity, equity, and inclusion with regard to race, ethnicity, culture, language, and disability status (e27) to ensure ongoing inclusivity.

The applicant has increased accessibility to its program by providing instructors stipends to deliver synchronous coursework (e27). Increasing accessibility promotes inclusivity and removes a barrier to attendance and program completion.

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:

   Priority addressed.

   ### Weaknesses:

   Priority addressed.

Reader's Score:

Status:
Last Updated:

0

Status: Submitted
Last Updated: 06/08/2022 01:43 PM

Technical Review Coversheet

Applicant: University of Arkansas (S336S220032)
Reader #2:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	25
Quality of the Project Evaluation		
1. Project Evaluation	20	16
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	0
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
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	96

Technical Review Form

Panel #2 - Panel - 2: 84.336S

Reader #2:   **********
Applicant: University of Arkansas (S336S220032)

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 effectively demonstrated a rationale for the proposed project to develop a Grow Your Own teacher pipeline to serve underrepresented students in small and rural schools in Northwest Arkansas by providing equitable opportunities to preparation pathways. The applicant is proposing to reform the traditional four-year teacher education program model into a site-based program to prepare new teachers to teach students with disabilities and limited English proficient students and to preparing teachers who have attained initial state certification. Multiple entry points are proposed including high
school courses with paraprofessional certification, 2+2 agreements, a professional development school, and paid teacher apprenticeship in the yearlong clinical experience. (pgs. e 15) The applicant is partnering with the Decatur Public Schools (DPS), and they have been identified as a Tier III geographical teacher shortage area for 2021-22 based on the number of uncertified teachers filling vacancies. Uncertified teachers are defined as those employed under a waiver, emergency teaching permit, or as a long-term substitute filling a true vacancy for a full year. The rural community has a population of 1,837. Racial demographics of the community are predominately White (58%) and Hispanic (23%). DPS serves 537 students and is organized into three schools to serve PK-12 students including an elementary, middle school, and high school. 2021 enrollment data reveal 47% of students are White and 38% Hispanic/Latino with a district overall percent minority of 53%. (pgs. e 15-18)

(ii) The applicant provided reasonable goals and outcomes that are relevant to the project's rationale. For example, the applicant indicated that goals are to (1) improve student achievement in small and rural schools in Arkansas; (2) improve the quality of prospective and new teachers by implementing a pre-baccalaureate Grow Your Own teacher preparation program in collaboration with Decatur Public Schools (DPS); (3) enhance professional development for new and veteran teachers by streamlining existing Arkansas Department of Education initiatives within the context of a Professional Development School; (4) recruit and prepare high quality candidates, including minorities and individuals from other occupations, who can successfully meet State certification and licensure requirements in DPS shortage areas. (pgs. e18-21)

(iii) The applicant clearly demonstrated that the proposed project is an effort to improve teaching and learning in a high

need region that lack certified teachers to support academic achievement. The applicant indicated that the proposed project will develop a program that will essentially operate inside the schools as teaching schools. Because of the need for teachers, the program will operate as an expedited, mostly onsite Professional Development program. An Academic Liaison serving as site coordinator for candidates accessing coursework in four-year degree and licensure programs will allow for intentional planning and coordination of coursework and clinical practice. While it is an expedited model, the district will provide financial support to candidates completing the educator preparation program, an apprenticeship will be offered for the year-long student teaching experience. Candidates will be partnered with an expert mentor teacher for supervision. The mentor teacher will remain the teacher of record but will provide support for two apprentices. The model is for individuals who want to be a teacher but are unable to pursue traditional preparation due to time, money or the need for work flexibility. Multiple pathways are available beginning in high school. This proposed project, Razorback STARS will extend the already existing program while focusing efforts on the needs of rural school districts. UAF already has an established 2+2 degree completion program. All degree programs at UAF are approved by ADE DESE. Part of the approval process is demonstrating alignment to content standards, Arkansas Teaching Standards (InTASC), and TESS. (pgs. e 21-32)

(iv) The applicant adequately demonstrated that the proposed project is aligned with evidence-based research and best practices that supports the project design. The applicant focuses on research that supports the proposed Grow Your Own residency through apprenticeship program model. For example, the applicant cite research that indicated Grow Your Own programs typically refer to programs that recruit teacher candidates from nontraditional populations (e.g., high school students or paraprofessionals) who are more likely to reflect local demographics and are more likely to continue to teach in their communities (Espinoza et al., 2018). These programs have shown positive results in recruiting and retaining diverse teachers in the hardest-to-staff schools (Espinoza et al., 2018). Other research supported the Professional Learning Communities (PLC) Pilot Program. The underlying assumption behind the PLCs is the key to improved learning for students is continuous job-embedded learning for educators.(DuFour et al. 2016, p. 10).The applicant indicated that Educator Preparation Programs in Arkansas are required to integrate PLCs into the program of study. Additional support for PLC training for Razorback STARS and DPS as professional development is provided in-kind through the Educational Renewal Zone. (pgs. e34-36)

(v) The applicant clearly demonstrated that the project have embedded process and procedure to ensure there are appropriate times for performance feedback and continuous improvement for monitoring project progress. Teams will communicate on data that will inform direction and improvements in coaching, upskilling, and instruction. The collaborative effort will include partners who will review coaching transcripts, survey data from teacher candidates and district participants, as well as competency-based performance every quarter to analyze the program's strengths and weaknesses. Through multiple feedback practices, the applicant plans to use feedback obtained is useful for analyzing target outcomes and making informed decisions throughout the grant period.(pgs. e22-24)

(vi) The applicant provided a great line of reasoning for why the program as designed is the most logical approach for their geographical region, thus justifying why the program design will build capacity and the school district and the university will see results beyond the grant period. For example, in Spring 2018 the Arkansas Governor Asa Hutchinson announced the Teach Arkansas Campaign. At that time, it was reported the number of students enrolled in educator preparation programs decreased from 8,255 in 2008-2009 to 3,659 in 2016-2017. In addition, a high teacher attrition rate among the older teacher population (34 percent) and a similarly high rate among younger teachers (33 percent) contributed to shortages in several licensure areas. Those challenges were exacerbated by the 2020 pandemic. In the partnering district, over half of the teachers are on waivers, and uncertified. The need for certified teachers I high priority. The district is being supported by the Rural Small, Rural School Achievement (SRSA) program. The two-pronged program to Grow Your Own two plus two program will reach persons who live in the area and want to stay in the area to get certified. As a result, of adding the high school component and the financial support, there should be a consistent flow of teachers for the future. (pgs. e37-42)

Weaknesses:

(i) No weaknesses noted.

(ii) The applicant did not provide performance measures for the goals; thus, it will be difficult to measure project effectiveness without those measures associate with the outcomes. The goals were written more like statements or

purposes than SMART goals.

(iii) No weaknesses noted.

(iv) No weaknesses noted.

Reader's Score: 25

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 provided a reasonable evaluation plan the aligned the methods of evaluation with appropriate methods that could provide data on the relevant outcomes. The applicant will utilize a formative evaluation to assess performance and provide feedback to improve the project over the course of the implementation and summative evaluation to determine the project's ability to meet the goals of the project. The project evaluation is framed by the project logic model detailing the proposed activities and anticipated outputs and outcomes for measurement. For example, the applicant will utilize data created from student records, project-collected data, a survey for participants as well as interview and focus group data. A student tracking spreadsheet and system will be created and updated each semester that will include participant demographics, achievement, and completion of key milestones and maintained in the current database. (pgs. e46-49)

(ii) The applicant reasonably demonstrated that the methods of evaluation are appropriate analyze the outcomes of the project. For example, the applicant will collect data on; (1) new and prospective teacher achievement on State Licensure and Certification exams; 2) teacher retention in the first three years of the teacher's career; 3) improvement in the pass rates and scaled scores for initial State certification or licensure of teachers; and 4) the percentage of highly qualified teachers hired by the high-need LEA; disaggregated by members of underrepresented groups, teachers of high-need academic subject areas, teachers in high-need areas, and teachers in elementary and secondary levels. (pgs. e46-50)

Weaknesses:

(i) It is difficult to confirm that the applicant will get valid and reliable data on the outcomes of the goals because the applicant did not provide specific measures aligned with the goals. While the goals were very general, some data results can only be implied.

(ii) While the applicant will collect data on the program participants and how many passed the certification assessments, there is no data being collected to determine if the expedited program has merit. The applicant does not include data collection on the candidates as they go through the two plus two program, especially at the community college level. Without a more in-depth evaluation plan, it will be difficult to determine if the Grow Your Own model has been effective.

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 clearly demonstrated that the lead organization will provide support resources to ensure the success of the project. The project will be housed at the University of Kansas in the School of Education. The university is supporting the project by providing release time for faculty, stipends for faculty. All university facilities will be available to students. Laptops will be provided to all participants (pgs. e53-55)

(ii) The applicant provided evidence that the budget is adequate to support the proposed project. The total anticipated five-

year budget for Razorback STARS is $1,050,032; $525,013 is the requested amount and $525,019, or 50% is the amount of the cost share/match provided by the partner school district and the university. (pgs. e54-55)

(iii) The applicant effectively demonstrated that the costs are reasonable in relation to the design of the proposed project. The budget indicated that the project will spend over 50% of the grant on teaching and academic liaison salaries. Each participant will receive a laptop. $600 has been allocated for test support and test fees for the participants. (pgs. e55-56)

(iv) The applicant effectively demonstrated that the lead applicant and the partners will have resources to operate the project beyond the length of the grant. The partners have committed to pooling resources to support the Razorback STARS program and develop it to be a self-sustaining program. The cost share for the Razorback STARS program is achieved by the partner district and university. The program's cost share, which represents 50% of the total budget, includes a financial advisor, university instructor support, a district clinical instructor, equipment, and fringe. For example, each apprentice will be hired by the district and receive a 50% beginning teacher salary as well as fringe benefits for fulling the role of apprentice for one, non-renewable contract year. Each mentor will receive a stipend for each apprentice. Additionally, mentors can continue the relationship into the two-year induction period with additional stipends for each year of induction when the apprentice is hired on a permanent contract. (pgs. e56-58)

(v) The applicant clearly demonstrated the relevant and commitment of each partner to the implementation and success of the project. The applicant provided a letter of support specifically outlining the resources committed to the proposed project. The Decatur Public Schools currently has a formal Memorandum of Understanding with the University of Arkansas in Appendix E that outlines the work that is being done together to make this program work. In addition, Decatur outlined specifically the support given for the grant in their letter of support. (pgs. 58-60 and the Budget Narrative)

Weaknesses:

(i) No weaknesses noted.
(ii) No weaknesses noted.
(iii) No weaknesses noted.
(iv) No weaknesses noted.
(v) No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

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

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

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

Strengths:

(i) The applicant provided an adequate management plan that clearly outlined and provided a blueprint as to how the project will achieve the objectives of the proposed project. The management plan included a detailed chart that unified their system of implementation and operational tasks and activities. Milestones were provided for each entry. Individual roles have been clearly described. The applicant indicated that the program requires collaboration towards the project goals. (pgs. e 64-68)

(ii) The applicant clearly demonstrated the project has strategically planned opportunities for project stakeholders to engage in performance feedback and continuous improvement throughout several components of the project. The applicant indicated that project will build feedback loops for effective communication and coordination. The project will engage in the use of GoReact which is a combination of cloud-based video recording, feedback, and analytics tools designed to simplify the collection of relevant data and skills-based learning for students and educators. Each year, the faculty will participate in an annual review process that is a multi-factor consideration of learning outcomes that focuses and clarifies program strengths and areas of improvement. (pgs. e65-67)

Weaknesses:

(i) No weaknesses noted.

(ii) No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

   Strengths:

   (a) Not applicable.

   (b) Not applicable.

   Weaknesses:

   (a) Not applicable.

   (b) Not applicable.

Reader's Score: 0

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 indicated that the Razorback STARS proposes to support a diverse educator workforce and professional growth to strengthen student learning by actively recruiting diverse candidates to the teacher workforce through a Grow Your Own model in Decatur Public Schools (DPS). DPS demographics demonstrate needs in relation to poverty and English language proficiency. DPS is identified as a geographical shortage priority district by the Arkansas Department of Education based on the number of uncertified teachers employed by the district. (pg.e26)

   Weaknesses:

   No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

   Strengths:

   (a) The applicant indicated that the proposed project will provide teacher candidates an option to complete additional coursework in social emotional learning (SEL) and positive behavior interventions and supports. Students will have built-in community of support.

   Weaknesses:

   The information provided was limited in discussing the full support for fostering a sense of belonging and inclusion.

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:

   (a) The applicant indicated that beginning in Fall 2022 ADE is launching the (pre-baccalaureate) Arkansas Teacher Residency Model. This is a work-based pathway to the teaching profession. The model is for individuals who want to be a teacher but are unable to pursue traditional preparation due to time, money or the need for work flexibility. This proposed project, Razorback STARS will extend the already existing program while focusing efforts on the needs three rural schools (elementary, middle, and high school) in one districts. (pg. e27)

   (b) No strengths noted.

   Weaknesses:

   (a) No weaknesses noted.
   (b) The applicant did not address Part B of the selection criteria.

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:

   The project seeks to create a new Grow Your Own teacher pipeline to serve underrepresented students and their communities in small and rural schools in Northwest Arkansas by providing equitable opportunities to preparation pathways. The project will support the development of highly effective teachers through selection, preparation, induction, and retention including mentoring and professional development. Multiple entry points are proposed including high school courses with paraprofessional certification, 2+2 agreements, a professional development school, and paid teacher apprenticeship in the yearlong clinical experience. The project also institutionalizes a model of induction that provides two years of mentoring to increase the retention of highly qualified teachers. (pgs. e11 and 12)

   Weaknesses:

   No weaknesses noted.

Reader's Score:

Status:
Last Updated:

   0

Submitted 06/08/2022 01:43 PM

Status: Submitted
Last Updated: 06/03/2022 04:23 PM

Technical Review Coversheet

Applicant: University of Arkansas (S336S220032)
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	18
Adequacy of Resources		
1. Adequacy of Resources	30	28
Quality of the Management Plan		
1. Management Plan	20	18

Priority Questions

Competitive Preference Priority
  Competitive Preference Priority 1
    1. Educator Diversity   4   0

  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   98

Technical Review Form

Panel #2 - Panel - 2: 84.336S

Reader #3:   **********
Applicant: University of Arkansas (S336S220032)

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 program will align with the state Teach Arkansas framework that will streamline the teacher preparation pipeline (pp. e34). The applicant is focused on providing supports for 10 teachers currently in the program as well as recruiting those 10 teachers to serve the rural communities (pg. e37). The applicant expresses rationale for the project through research-based elements, such as high-quality professional development and mentoring to increase retention (Goodpaster et al., 2012; Rodgers & Selton, 2014) (pg. e42). The applicant's logic model on pg. e47 focuses on goals and objectives, outputs, and outcomes that demonstrate the project's rationale. The goals and objectives (pp. e34-36,e47) are clearly stated and measurable. The major components of the project are the recruitment of diverse teachers through the Decatur School District Grow Your Own, teacher recruitment, curriculum alignment, and follow-up support and induction for novice teachers (pg. e38). Continuous improvement and feedback will be integrated into all of the project's activities (pg. e48,e50). The leadership of the university and LEAs have pledged to support activities beyond the federal support

and have identified external evaluation partnership.

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 evaluation plan in this application is outlined in the table on pages e48-e50 to measure the effects of all elements and activities of the proposed teacher recruitment, curriculum alignment, support, and retention programs (pp. e48-50). The project activities are measurable and include both teacher outcomes at the short and intermediate outcomes and student outcomes for the long-term outcomes (pp. e47). The timeline for evaluation activities in this section is well-documented with regular milestones presented (pp. e48-50). The applicant's evaluation plan includes both quantitative, such as student achievement information, and qualitative data, such as interviews and focus groups (pg. e49). The plan for collecting the data is detailed and included in the annual timeline of activities.

Weaknesses:

Other than the applicant's statement about where the current teacher data is being collected, there are no clear evaluators or data analysis identified.

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 expresses support for the STARS program through a 50% institutional match including a financial advisor, instructor support, district clinical instructor, equipment, and fringe benefits (pg. e54). College of Education leadership have supported the project's initiative through adequate personnel committed, in-house evaluation, mentor teacher training and professional development, and overall management coordination (pg. e55). New positions will be created and

release time identified to support this project at the district and university level (pg. e55). The applicant presents an adequate plan for resources beyond the federal funding through partnerships and community initiatives. Partnership between the LEA and applicant seems to be strong.

Weaknesses:

It is unclear if the applicant has a realistic model that can be scaled up for replication within other rural areas since it requires additional district and university supports.

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:

The project includes a detailed and clear timeline for implementation that also outlines evaluation activities as they relate and support formative feedback and project summative evaluation for each objective (pp. e59-63). The personnel are qualified for each part of the project in the table. There is a good plan to provide teacher feedback through surveys, interviews, and focus groups as well as annual review processes (pg. e49). The advisory committee will review fiscal and management operations and will suggest recommendations to ensure the program is responsive to the needs of the college and partner LEA (pg. e58).

Weaknesses:

There are limited details on the continuous improvement feedback and the use of the data to make the effective program adjustments.

Reader's Score: 18

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.

Strengths:

The applicant does not address this priority.

Weaknesses:

The applicant does not address this priority.

Reader's Score: 0

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 proposes to address critical shortage areas using one of the partners' (Decatur School District) Grow Your Own model. Elementary and secondary education, paired with special education and English as a Second Language were noted as high need in the targeted school district (pg. e26). The applicant has aligned recruiting goals for this school district in these need areas (pg. e26).

   Weaknesses:

   There are few details provided to demonstrate how the Decatur Grow Your Own program works and how the successful elements of the program will be leveraged to address diverse teachers in this high need area.

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 applicant asserts that they will prepare teachers within the context of the Professional Development School, provide financial literacy, providing an on-site clinical instructor, hire an academic liaison to serve as a site coordinator, hold weekly meetings, provide high quality mentors, offer test preparation, and recognize program completion (pp. e26-27).

   Weaknesses:

   No specific details are provided on how the applicant will leverage the activities to address social and emotional learning. The applicant has listed good practices that will help teachers be more successful in their formal education, however, there are no direct connection between these activities and students' social and emotional learning.

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:

    Teachers will be supported through a lot intensive activities such as the Arkansas Teacher Excellence and Support System (TESS), Reading Initiative for Student Excellence (RISE), and the Arkansas Tutor Corps (pp. e31-33). Revising the current educator preparation curriculum from the applicant university, the incorporation of a new early professional residency program, and the inclusion of the Grow Your Own program are also mentioned in the application as activities that will help with student equity (pp. 29-31).

    Weaknesses:

    There are no details provided on how the activities proposed will result in equity and access to resources for underserved students in the rural regions of Arkansas. There is no address of inequity within the classrooms to support underserved student success. It is unclear how the applicant's proposed offer of stipends for instructors to evaluate curriculum will result in better preparation to create more equitable and inclusive learning environments for students.

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:

Evidence from Espinosa et al. (2018) provides a strong framework and best practices to develop an effective "grow your own" program by recruiting current and local students (pg. e24). Providing financial aid, coaching, credentialing requirement assistance, counseling, and programmatic support, the applicant is partnered with local school districts to help non-traditional pre-educators to have an interest in teaching to the high-need students in their home districts (pg. e24). Research shows that initiatives like Razorback STARS will attract students who reflect the student body and meet the equity needs.

No weaknesses noted.
Weaknesses:
 Score:
Status:
Last Updated:
Submitted