Technical Review Coversheet

Applicant: American University (S336S220042)

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

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	22
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Project Evaluation		
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	1
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   100

Technical Review Form

Panel #4 - Panel - 4: 84.336S

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

Applicant: American University (S336S220042)

Questions

Selection Criteria - Quality of Project Design

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

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

(i)   The extent to which the proposed project demonstrates a rationale.
(ii)   The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
(iii)   The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

(iv)   The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
(v)   The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
(vi) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Strengths:

Overview:

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

Supporting Statements:

Strengths:

The proposed project demonstrates a rationale for the project by providing exemplary concrete examples of how it would expand, diversify, strengthen, and evaluate equitable access to program services for all participants in the program (pages e22-e24).
The exemplary goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable (page e24).
The exemplary proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students by providing a yearlong clinical residency experience with multiple partners (pages e25 – e31).
The design of the proposed project reflects exemplary up-to-date knowledge from research and effective practice by utilizing activities based on current research and modeled after evidenced-based programs including antiracist teaching, Practice-based Teacher Education through high leverage practices and Learning sciences (pages e25-26;).

The performance feedback and continuous improvement are integral to the design of the proposed project SRI will provide formative feedback to AU and its partners throughout the evaluation, as well as write a final, summative report at the end of the evaluation. SRI will conduct verbal briefings with the RETL leadership team each summer. In Year 5, SRI will prepare a report summarizing findings for all evaluation questions, including those related to implementation and teacher and student outcomes (page e63).

Weaknesses:

The project failed to fully explain and establish how it would build capacity and yield results that will extend beyond the period of Federal financial assistance (page e24)

Reader's Score: 22

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

Overview:

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

Supporting Statements:

Strengths:

The methods of evaluation will provide exemplary valid and reliable performance data on relevant outcomes by using a nonprofit research organization, survey instruments, observational rubrics, interviews and focus groups (pages e55-e65).

The methods of evaluation including using qualitative and quantitative methods to document the implementation of the residency and induction program; measure teacher perceptions, pedagogical knowledge, and instruction; and assess students' academic achievement and progress related to the residency program's curricula and goals. The applicant will use historical data to compare RETL participant outcomes with those of other AU MAT teacher candidates and FPCS teachers are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the exemplary proposed project (pages e55-e65).

Weaknesses:

Weaknesses were not identified.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

Strengths:

Overview:

The applicant presented rationale addressing factors for the adequacy of

resources. Supporting Statements:

Strengths:

The project represents a strong collaboration among institutions of higher education, various academic departments, districts, and organizations to demonstrate exemplary adequacy of support, including facilities, equipment, supplies, and other resources (page e66).
The budget is reasonable and supports all necessary costs to ensure full implementation and quality of the exemplary proposed project (page e66).
The costs associated with the proposed project are reasonable in relation to the objectives, design, and potential significance of the proposed exemplary project (page e66).
The applicant demonstrates it has resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders critical to the project's long-term success (page e66).
The partners associated with the proposed exemplary project are committed in time, service, and costs because they recognize the value of the program and its success in producing teachers (page e66).

Weaknesses:

Weaknesses were not identified.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

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

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

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

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

Strengths:

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

Supporting Statements:

Strengths:

The management plan articulates how it will achieve the objectives of the proposed project on time and within budget by clearly defining responsibilities, timelines, and milestones for accomplishing project tasks (pages e37-e40 and pages e59- 65).
The procedures for ensuring feedback and continuous improvement in the operation of the proposed project through yearly data collections to inform program structures and evaluations (pages e59-e65).

Weaknesses:

Weaknesses were not identified.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

Strengths:

Overview:
The applicant presented rationale addressing increasing Educator

Diversity. Supporting Statements:

Strengths:

The project represents comprehensive teacher preparation programs in Universities that include one year of high-quality clinical residency experiences prior to becoming the teacher of record in high-need schools and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates (page e37).

Weaknesses:

Weaknesses:
Although, the proposed project reflects exemplary up-to-date knowledge from research and effective practice by utilizing activities based on current research and modeled after evidenced-based programs it fails to fully articulate a robust recruitment plan (pages e25-26).

Reader's Score: 1

Competitive Preference Priority - Competitive Preference Priority 2

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

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

   Strengths:

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

   Supporting Statements:

   Strengths:

   The Project is designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students through increasing the number of teachers with certification in shortage areas (page e22- e23-e24).

   Weaknesses:

   Weaknesses were not identified.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

   Strengths:

   Overview:

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

Needs. Supporting Statements:

Strengths:

The exemplary project fosters a sense of belonging and inclusion for underserved students by meeting student Social, Emotional, and Academic Needs by providing antiracist teaching, Practice-based Teacher Education through high leverage practices and Learning sciences (pages e25-e26).
The project implements exemplary evidence-based practices for advancing student success for underserved students by preparing educators to provide antiracist teaching, Practice-based Teacher Education through high leverage practices and Learning sciences (pages e25-e26).

Weaknesses:

Weaknesses were not identified.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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

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

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

   b)   That examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional

   development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

   Strengths:

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

   Supporting Statements:

   Strengths:

   The project proposal demonstrates it is designed to promote educational equity and adequacy in resources and opportunity for underserved students in high need early childhood and special education school settings (pages e25-e26). The project examines the sources of inequity and inadequacy and implement responses that include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students by providing antiracist teaching, Practice-based Teacher Education through high leverage practices and Learning sciences (pages e25-e26).

   Weaknesses:

   Weaknesses were not identified.

Reader's Score: 2

Invitational Priority - Invitational Priority

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

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

   Strengths:

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

   Supporting Statements:

   Strengths:
   The project establishes a "Grow Your Own" residency program that is designed to address shortages of teachers in high-need areas, schools, geographic areas, and increase the diversity of qualified individuals entering the teacher workforce via Teacher Pipeline Project That Encourage Members of The Community to Pursue Teaching Careers. GYO projects can help address teacher shortages by increasing retention rates while also enhancing educator diversity (page e45).

   Weaknesses:

   Weaknesses were not identified.

Reader's Score:

Status:
Last Updated:

   0

Submitted 06/03/2022 06:43 PM

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

Technical Review Coversheet

Applicant: American University (S336S220042)
Reader #2:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	22
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Management Plan		

1. Management Plan	20	20

Priority Questions
 Competitive Preference Priority

  Competitive Preference Priority 1

1. Educator Diversity	4	1

  Competitive Preference Priority 2

1. Diverse Workforce	3	2

  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	99

Technical Review Form

Panel #4 - Panel - 4: 84.336S

Reader #2:   **********
Applicant: American University (S336S220042)

Questions

 Selection Criteria - Quality of Project Design

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

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

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

   Strengths:

   The rationale for the proposed project is rooted in a needs assessment of the applicant's area and will increase the number and diversity of teachers obtaining Special Education certification in early childhood through a residency program (Page e22-23) given shortages and high turnover rates (Page e23).

   The proposed projects goals, objectives, and outcomes are reasonable and will result in an increase in the number of

teachers in the partnership school due to increased supports for teacher residents (Page e24) which will result in better academic and social outcomes for early childhood special education students.

The proposed project is based on rigorous standards including newly restructured curriculum (Page e25) which ensures a strong educator training experience for teacher residents leading to positive student outcomes. The applicant was a previous recipient of the SEEF grant that focused on co-teaching in an inclusive early childhood classroom (Page e30).

The applicant quantifies current research that was used as the foundation all objectives for the proposed project (Page e32) and grounds the proposal solidly in comprehensive practices such as the use of a cohort model to foster collaboration and ongoing coaching support in the first two years of teaching and (Page e34, e35) that will have the desired outcomes.

Weaknesses:

The feedback and continuous improvement plan for the proposed project was not addressed in this section in a robust manner (Page e51) with use of an advisory board only.

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 was not addressed in this section. Goal 3 makes a statement on the issue of sustainability, but it was not an in depth narrative that shows sustainability was woven in to the application (Page e24)

Reader's Score: 22

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

The applicant identifies an internal review team comprised of the Principal Investigator, co-Principal Investigators, Project Director, New Teacher Coach and Graduate Assistants (Page e52) and an external reviewer (Page e55, e64) and the data collection instruments such as Graduate surveys, administrative data collection, interviews with stakeholders, and an observation protocol called RESET (Recognizing Effective Special Education Teachers) that will be deployed (Page e55-58). Tools are aligned to program goals and are valid and reliable, and will result in an accurate assessment of program progress because ongoing formative and summative feedback will allow for project refinement over the course of the grant cycle (Page e63).

The evaluation plan for the proposed project is thorough, feasible and appropriate for the goals and objectives of the project, and will accurately assess all identified outcomes (Page e59) over the course of the project by a qualified evaluator (Page e61).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

from the applicant organization or the lead applicant organization.
(ii)   The extent to which the budget is adequate to support the proposed project.
(iii)   The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.
(iv)   The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad

support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.
(v)   The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

The proposed program addresses all aspects of needed resources available from both the applicant and partner districts (Page e66) which demonstrates adequacy of resources will be available during the life of the grant.

The applicant has quantified within the proposal the partner stakeholders and their financial and other resource commitment to the work of the applicant (Page e255) making this project ongoing beyond the life of the grant.

The proposed project has a strong, ongoing partnership with the school districts in the area that encompasses both past and current initiatives and, therefore, are able to be leveraged during the course of the grant to ensure goals and objectives are being met. (Page e66)

The applicant has quantified within the proposal the partner stakeholders and their financial and other resource commitment to the work of the applicant that would make this project ongoing beyond the life of the grant. This includes a significant financial donation of in-kind dollars (Page e66).

The proposed project has named partner stakeholders that are involved with the work of the applicant and, therefore, are able to be leveraged during the course of the grant to ensure goals and objectives are being met. The partnership will fund significant stipends for newly recruited residents as well as a compensation package for paraprofessionals. (Page e66)

Weaknesses:

There were no weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

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

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

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

Strengths:

The proposed program's timeline and checkpoints are reasonable and will ensure goals and objectives are met. Responsible personnel are well equipped to ensure budget is managed and reports are put out at regular intervals. For example, an Advisory Board will be formed and will meet with the Project Management team to review program outcomes and make recommendations for program changes on an ongoing basis throughout the grant cycle. (Page e38-40).

The procedures for ensuring feedback and continuous improvement for the proposed project are reasonable and

thorough. Moreover, they will accurately assess any needed corrections and the results of any refinements that are made, which will allow the applicant to meet program goals and objectives (Page e61).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

   Strengths:

   The proposed program implements a focus on teacher mentoring in an effort to ensure retention of teachers in the program (Page e41, 42).

   Weaknesses:

   The proposed project states that the application addresses Competitive Priority 1 (Page e37) but does not provide any specifics on how the applicant plans to ensure teachers from diverse backgrounds are included in the proposed project (Page e45-46).

Reader's Score: 1

Competitive Preference Priority - Competitive Preference Priority 2

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

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

   Strengths:

   The proposed project provides preparation for teacher candidates to meet with SEL needs of students of color at the partner school, the majority of the student population. (Page e34).

   Weaknesses:

   Little specificity on the recruitment of a diverse educator pool to participate in the proposed project.

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 proposed project will include training for teachers in anti-racist teaching practices, high impact teaching strategies, and the science of learning to ensure equitable teaching practices (Page e25-26) which will lead to increases in student outcomes in the partner school district.

   Weaknesses:

   No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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

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

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

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

   Strengths:

   The proposed program addresses the training needs of teachers in an effort to ensure that they are well prepared to meet with academic and social needs of students in their classrooms. (Page e26) by utilizing high leverage practices including intentional sequencing of foundational concepts, setting up and managing small group work as well as whole class discussion of content and analyzing student thinking from an asset perspective (Page e27) and antiracist pedagogy (Page e28).

   Weaknesses:

   No weaknesses noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

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

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

   Strengths:

   The applicant plans to utilize a current teacher GYO pipeline to address this priority (Page e45).

   Weaknesses:

   No weaknesses

Reader's Score:

Status:
Last Updated:

   0

Submitted 06/03/2022 04:01 PM

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

Technical Review Coversheet

Applicant: American University (S336S220042)
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	20
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	1
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	101

Technical Review Form

Panel #4 - Panel - 4: 84.336S

Reader #3:   **********
Applicant: American University (S336S220042)

Questions

Selection Criteria - Quality of Project Design

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

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

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

 Strengths:

The applicant's proposed redesigning of their current program is guided by a conceptual framework composed of 4 evidence based principles (e21) which when viewed in light of the project's goals to recruit, prepare and retain diverse, well-prepared early and special childhood teachers and to improve student achievement (e15) represents a clear rationale.
Objectives are measurable and aligned with the three distinct goals and sub-goals in Table 5 (e38-e40).

An important component of the proposed project's design that is reflective of knowledge from research and effective practice, is the inclusion of a two-week summer literacy institute that will offer practical and data-informed learning opportunities and will allow participants the opportunity to design plans for structured early literacy lessons (e36). This activity will likely engender a feeling of preparedness in teacher candidates.

The proposed project is modeled after successful teacher residencies (e.g., Boston Teacher Residency, Chicago Teacher Residency and Denver – Boettcher Teachers Program [e44]) and is a comprehensive effort that involves leveraging resources of the partner IHE and LEA.

The applicant also includes several targeted opportunities to use performance feedback such as the inclusion of an Advisory Board. Consisting of the Project Director, New Teacher Coach and mentors and principals from the the partner LEA, the Advisory board will meet every fall and spring to address any needed program adjustments, discuss benefits from project activities, and review and use evaluation results (e51).

Weaknesses:

The applicant's plan to sustain the project, build capacity and yield results that will extend beyond the period of Federal financial assistance is not clearly described within the application.

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:

The proposal includes a mixed-method evaluation design that has both formative and summative components designed to measure implementation fidelity and project outcomes and impact which, taken together, will likely allow for assessing both interim progress as well as measuring intended project outcomes in a valid and reliable manner.

The proposed evaluation is comprehensive and thorough in that it will address question in three areas: implementation, teacher outcomes and student outcomes (Table 6; e56). As such, the proposed combination of utilizing both quantitative and qualitative approaches, including EdTPA scores, surveys, interviews, and administrative program data (e.g. coursework offered, residency placements, coaching, etc.,[e56 – e58]) will allow for measurement of a variety of different types of program outcomes and will also assist in understanding how the project's implementation leads to the measured outcomes. The evaluation is feasible and appropriate given the program design and together, represents strengths of the project's evaluation design.

The proposed evaluation also explicitly plans for periodic dissemination events throughout the duration of the project which is a strength of the proposed plan (e63). The evaluator (SRI International) identified by the project (p. e55) will contribute external objectivity, which is an important resource for carrying out the project evaluation effectively as it will likely provide confidence for the evaluation work as well as any potential findings to project stakeholders. The evaluator also brings substantial experience and knowledge in program evaluation which is another strength of this proposal.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

(i)   The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
(ii)   The extent to which the budget is adequate to support the proposed project.

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

success; or more than one of these types of evidence.

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

Strengths:

The applicant has allocated ample and adequate support office space for the proposed project to ensure successful implementation. On-campus classrooms are fully equipped for interactive learning and development of candidates advanced mathematical content, high leverage practices, culturally relevant pedagogy, and interdisciplinary learning (e66).

The partner LEA demonstrates a strong commitment to the project via substantial support (e.g., thoughtful in-kind contributions of over 2 million dollars (e194) that includes the time of Co-PI, the time of principals and mentor teachers). The LEA also provides stipends for newly recruited residents along with a compensation package for paraprofessionals entering the RETL program (e66).

To ensure sustainability of the project, the applicant conceptualized the proposed project as an integral part of their early childhood educator pipeline collaborative. This planned institutionalization of the model has the potential to provide a future pipeline of funding and participants and will thus sustain the project beyond the period of federal assistance (e19).

The budget is adequate, includes documented cost share commitment (e194) and the budget summary clearly demonstrates that costs are reasonable in relation to the objectives, design, and potential significance of the proposed project (Budget summary – Attachment 20.).

Moreover, the applicant has documentation of LEA partner's specific commitments and each offers support that is relevant to the project and will aid in successful project implementation (e191 – e194).

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

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

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

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

Strengths:

The proposed project will be managed by a team (consisting of the Project Director, New Teacher Coach and mentors and principals from the the partner LEA [pg. e52 – e62]) that has the experience and expertise to provide comprehensive support to the project. Project tasks are carefully delineated and Tables 4 and 5 (e38-e40) indicate how and when goals and milestones will be achieved and also describes project activities and persons responsible for various tasks. The applicant also includes a chart that clearly indicates goals and related strategies and persons responsible for overseeing implementation of the strategies. The level of effort required is adequate to accomplish tasks (Attachment 20, Sections E1 and E2). Utilization of this plan will serve well in the management and implementation of the project.

Moreover, the proposed evaluation also explicitly plans for periodic dissemination events throughout the duration of the project which is a strength of the proposed plan (e63). The inclusion of RETL Advisory Board, made up of representatives from all aspects of the program Partners who are responsible for setting, monitoring, and as needed, readjusting the direction of the project, will meet regularly. This is a sufficient method to ensure that all stakeholders have access to necessary data and timely feedback that can be used to make recommendations to continuously improve the project (e51 – e55).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

   Strengths:

   The applicant states that it will promote diversity of teacher candidates via its proposed project (e21).

   Weaknesses:

   The applicant does not provide specific details about activities that will be employed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce. Their intent to reform their teacher preparation program to improve diversity does not contain sufficient details (i.e, detailed and specific description of PD to be offered, description of the recruitment efforts to ensure underrepresented teacher candidates are fully represented in

   the program admission, etc.). The applicant indicates that the proposed project will align with currently funded initiatives (AEEC, e18), but does not provide details as to what activities are included. Without this information, it is not clear what will be done to effect change in the current educator workforce.

Reader's Score: 1

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 meets the competitive preference priority via the proposed residency model that combines focused coursework, Professional Development, culturally responsive and antiracist teaching methods and mentor teachers into a teacher training program for aspiring early childhood teachers (e21). The applicant will rely on its teacher education preparation pipeline collaborative – AEEC (e18), which has received funds to "increase education, skills and training opportunities for black and Latinx women who aspire to be early childhood educators" (e18). Aligning the proposed project with this initiative has the potential to support diverse educators for the partner LEA (e18).

   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 proposes comprehensive strategies to address this priority. The applicant will prepare teacher candidates to implement culturally responsive teaching practices by including a component of anti-racist pedagogy which, "focuses on building historical and socio-political understandings of race and racism to interrupt racial marginalization and oppression of students in planning, instruction, relationship building, discipline, and assessment" (e 25; e27-e29). Specifically, the applicant proposes that a focus on anti-racist teaching provides support for teacher candidates of color. Moreover, a focus on antiracist education supports the socio-emotional learning of students of color.

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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

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

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

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

Strengths:

The applicant has a clear plan to promote educational equity via the proposed project. With the provision of customized coursework and professional development around the topics of antiracist pedagogy and culturally responsive teaching, the applicant has a great likelihood of preparing teacher candidates who are effective at creating inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students (e27-e29).

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

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

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

   Strengths:

   The applicant's proposed project will include the establishment of Grow Your Own programs in that the proposed project will work in conjunction with and leverage the success of the applicant's current Teacher Pipeline Project (e19 & e45).

No weaknesses noted.
Weaknesses:
 Score:
Status:

Last Updated:
Submitted