

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
1. Project Evaluation	20	18
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	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	109
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Technical Review Form

Panel #4 - Panel - 4: 84.336S

Reader #1: *****
Applicant: The College of New Jersey (S336S220046)

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 concrete examples of how it would expand, diversify, strengthen, and evaluate equitable access to program services for all participants in the program by recruiting, placing, and retaining teachers of color in the classroom. RISE will prepare Residents of color, to teach in urban districts and develop a teaching pool that is more representative of the student demographics in the region (pages e29-e30).

The exemplary goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable (pages e30-e33).

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 and participating in Professional Learning Communities (PLC). PLCs can offer students more one-on-one coaching using an action research cycle and guided reflection (pages e34–e36).

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 utilizing high quality teacher preparation featuring strong pedagogical content knowledge, and ongoing comprehensive and differentiated PD that focuses on Culturally Responsive Teaching and student-centered inquiry (pages e36–e42).

The performance feedback and continuous improvement are integral to the exemplary design of the proposed project by

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incorporating data to help inform common problems of practice about recruiting and retaining teachers of color in high-need schools. Additionally, utilizing feedback obtained from quantitative and qualitative data such as surveys, focus groups with participants and program completers, post-workshop evaluation forms for PLC meetings and professional development institutes will be used to inform program structures and processes (pages e42-e45).

The proposed Project is designed to build capacity and yield exemplary results that will extend beyond the period of Federal financial assistance by Working in partnership with a wide range of partners who provide a rich resources for the program, establishing an Advisory Committee for the project and ongoing work with partner districts to create mutually beneficial experiences. Additionally, the Network's governance council, a group of six district representatives charged with overseeing the PDSN. The council creates and approves programs, manages the budget and considers new membership applications to ensure program quality, review, improvement and impact (pages e46-page e48).

Weaknesses:

Weaknesses were not identified.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

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

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

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

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

Strengths:

Overview:

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

Supporting Statements:

Strengths:

The methods of evaluation will provide valid and reliable performance data on relevant outcomes by annually measuring program data, summative assessments, completing survey data utilizing an External Evaluator to monitor pre/post-residency change (pages e49-e51).

The methods of evaluation including the utilization of Rubrics for teacher effectiveness, Residents' ePortfolio. used to capture teacher-created curriculum (to understand Resident competencies and identify areas for celebration and PD), and Post-Workshop Evaluations are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project (pages e51-e55).

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Weaknesses:

Although the applicant did provide a solid description of qualitative data it would collect as a result of the study (rubrics, ePortfolios). Unfortunately, the applicant only provided a vague description of the quantitative statistical data it would collect as a result of the project (pages e51-e55)

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:

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 adequacy of support, including in-kind support from across TCNJ and commitment from district partners will help to maintain staffing, consistency of course offerings, and placement, salaries for Residents and other resources (pages e55-e58).

The budget is reasonable and supports all necessary costs to ensure full implementation and it draws upon the strengths of the institute and partnerships to implement a high quality effective urban residency program (page e58).

The costs associated with the proposed project are reasonable in relation to the objectives, design, and potential significance of the proposed project (page e59).

The applicant demonstrates it has resources to operate the project beyond the length of the grant the demonstrated commitment of institutional and school district partners

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partners; evidence of broad support from stakeholders (e.g., a dedicated person assigned to the project who will serve on the Leadership Team as liaisons) critical to the project's long-term success (page e59).

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 quality teachers (page e59).

Weaknesses:

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 via internal and external evaluation mechanisms for data collection to monitor program implementation and track participants as well as program completers (pages e60-e63).

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 from external partners (pages e60-e63).

Weaknesses:

Weaknesses were not identified.

Reader's Score: 20

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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 high-quality, comprehensive teacher preparation programs in 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 (pages e18-e19). The project represents reforms to teacher preparation programs to exemplarily improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators by hosting to the statewide organization coordinating a network of 67 NJFEA chapters within NJ middle and high schools to ensure they gain access to college and become certified and assume classroom teaching positions (pages e18-e19).

Weaknesses:

Weaknesses were not identified.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

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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 by placing

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 PD that will address equity and culturally responsive practice and will cover the following possible topics: Building Cultural Competence; Dismantling Racial Bias, Centering Equity in the Classroom, Family and Community in the Classroom, and Culturally Inclusive Teaching (page e26).

The project implements exemplary evidence-based practices for advancing student success for underserved students by preparing educators to participate in PLCs for critical reflection because they can help educators confront biases and have transformative conversations about equity, anti-racist teaching, curriculum redesign for inclusion and access, inquiry and other social justice issues while engaging in common planning (page e26).

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Weaknesses:

Weaknesses were not identified.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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

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

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

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

Strengths:

Overview:

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

Supporting Statements:

Strengths:

The project proposal demonstrates it is designed to exemplary promote educational equity and adequacy in resources and opportunity for underserved students in (1) early learning programs, (2) elementary schools, (3) middle schools and

(4) high schools (pages e16-e18).

The project examines the sources of inequity and inadequacy and implement responses that include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students by providing individual coaching, induction support, and professional development (pages e16-e18).

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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:

Strengths:

The project establishes a "Grow Your Own" residency program that is designed to address shortages of teachers in high-need areas, schools, geographic areas, and increase the diversity of qualified individuals entering the teacher workforce by primarily recruiting and sustaining through a grow-your-own (GYO) pipeline of FTC clubs that lead into TCNJ's urban education programs. The Center for Future Educators (CFE) is dedicated to providing engaging, pre-collegiate experiences that introduce middle and high school students to the rewards of teaching and inspire them to pursue a teaching career. CFE coordinates several programs that can help facilitate the GYO component of the RISE program (pages e57).

Weaknesses:

Weaknesses were not identified

Reader's Score:

Status:

Last Updated:

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Status: Submitted

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

Technical Review Coversheet**Applicant:** The College of New Jersey (S336S220046)**Reader #2:** *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	109

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Technical Review Form**Panel #4 - Panel - 4: 84.336S****Reader #2:** *****

Questions

Selection Criteria - Quality of Project Design

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

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

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

Strengths:

The rationale for the proposed project is rooted in data that will increase the number and diversity of teachers obtaining certification through alternative pathways (Page e20). The project ensures the high need partner districts have a strong candidate pool of well prepared educators that are representative of the student demographics (Page e29).

The proposed projects goals, objectives, and outcomes are reasonable and will result in an increase in the number and diversity of teachers in the partnership districts due to increased supports for teacher candidates of color (Page e31-32) which will result in better academic outcomes for students.

The proposed project is inclusive of a wide range of stakeholders including HBCU Medgar Evans College and four local high need school districts that will each have a cohort residency model implemented, and is based on rigorous standards (Page e36) which ensure a strong educator training experience for teacher candidates as evidenced by survey data (Page e35). This survey linked statistically significant growth in Math performance in grades K-4 to the tutoring program that was a part of the applicant's pre-service teacher program.

The applicant quantifies current research rooted in the significant need to recruit and prepare teachers of color who can support the growing number of students of color enrolling in public schools that was used as the foundation all objectives for the proposed project (Page e37-42) and grounds the proposal solidly in practices that will have the desired outcomes.

The feedback and continuous improvement plan for the proposed project utilizes an internal review team comprised of both university and partner district members collecting both qualitative and quantitative data from project participants and partner districts (Page e42-43) that is then used to make revisions over the life of the project, an embedded continuous improvement plan. Monthly meetings will allow for updates on the project and the opportunity to share both successes that can be replicated by other partner districts or current needs of school partners. These refinements will ensure objectives are being met and teacher candidates are being set up for success.

The applicant gives several examples that are not fiscally based such as the Off-Site Graduation Program, a resource for

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student services that acts as a liaison between off-site students and university administrative offices, that show capacity for programming after the grant is completed (Page e46-47), and commitment from stakeholder partners is provided (Appendix E) ensuring that educators of color continue to enter the pipeline in the applicant's area.

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

The applicant identifies an internal review team comprised of university and partner district members, an external evaluator, and the data collection instruments that will be deployed (Page e50). Tools such as the Culturally Responsive Teaching Self-Efficacy tool which is a validated scale used to measure teachers' knowledge of challenges working in urban settings are aligned to program goals and are valid and reliable, and will result in an accurate assessment of program progress.

The evaluation plan for the proposed project is thorough, feasible and appropriate for the goals and objectives of the project, and will accurately assess all identified outcomes (Page e54) over the course of the project by a qualified evaluator (Page e53). For example, the feedback loop will capture data through surveys, focus groups, meeting minutes and observational notes which will help the Leadership Team make adjustments that will strengthen the program and improve outcomes (Page e51).

Weaknesses:

There is some concern with the techniques of analysis (Page e55) being vague. Additionally the qualitative data that is being collected fails to include how the data will be analyzed which leads to a concern of what will be done with the data outcomes (Page e53).

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:

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

Strengths:

The proposed program addresses all aspects of needed resources available from both the applicant and partner stakeholders (Page e57-58) which demonstrate all needed resources will be available during the life of the grant.

The proposed budget to prepare 40 teachers of color is reasonable and based in local pay structures (Page e59), and incorporates the financial commitment of partner stakeholders, making this project more likely to continue past the life of the grant.

The costs of the proposed project are reasonable and appropriate, and are aligned with the proposed goals and objectives. Staffing numbers and positions are also reasonable and will allow for the work of the proposed project to be carried out (Page e59)

The applicant has quantified within the proposal the partner stakeholders and their financial and other resource commitment to the work of the applicant (Page e59) making this project ongoing beyond the life of the grant.

The proposed project has a wide range of partner stakeholders that are involved with the work of the applicant, and therefore are able to be leveraged during the course of the grant to ensure goals and objectives are being met. (Page e59-60)

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.**

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Strengths:

The proposed program's timeline and checkpoints (Page e220-222) are reasonable and will ensure goals and objectives are met (Page e208-209). Based on current research and the projects expected short- and medium- term objectives, the project is expected to prepare 40 well qualified teachers over 5 years who will have a positive impact on student academic outcomes and graduation rates (Page e60). Responsible personnel are well equipped to ensure budget is managed and reports are put out at regular intervals. (Page e209-211).

The procedures for ensuring feedback and continuous improvement for the proposed project are reasonable and thorough, and will accurately assess any needed corrections and the results of any refinements that are made, which will allow the applicant to meet program goals and objectives (Page e51). An intentional focus has been given to bringing diverse stakeholders on to the Leadership Team to monitor the program effectiveness in participant level data such as Residents' teaching effectiveness (Danielson rubric), a Resident ePortfolio to establish levels of competency, and a Post-Workshop evaluation to correctly identify future training needs (Page e52-53).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

- a) High-quality, comprehensive teacher preparation programs in Historically Black**

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

b) Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.

Strengths:

The proposed project focuses on preparing more teachers of color for schools in high need areas (Page e20) which will have a positive impact on the students in those high need schools.

The proposed project includes two HBCUs as partner stakeholders and ensures opportunities to access for the programming is offered to minority teacher candidates (Page e21)

The proposed program implements a focus on teacher mentors of color in an effort to ensure retention of residents in the program (Page e24).

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Weaknesses:

No weaknesses noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

Strengths:

The proposed project provides a high level of support with mentor teachers of color during program completion and residency which will increase the success of the novice teacher in high need schools (Page e24).

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

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

Strengths:

The proposed project will expand the professional development to include both urban centric and culturally responsive pedagogy (Page e24) which will lead to increases in student outcomes.

Weaknesses:

No weaknesses noted.

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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 teacher retention, correctly noting it as a critical component to students in underserved communities getting educational access (Page e14). Data provided highlights that the majority of educators are White (Page e30).

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

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

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

Strengths:

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

Weaknesses:

No weaknesses noted.

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Reader's Score:

Status:

Status: Submitted

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

Technical Review Coversheet

Applicant: The College of New Jersey (S336S220046)

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	15
Adequacy of Resources		
1. Adequacy of Resources	30	25
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	1
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	100

Reader #3: *****

Applicant: The College of New Jersey (S336S220046)

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 expansion of its current teacher preparation model is an innovative approach to address needs in the high need partner LEA (e17).

The applicant's goals and are clearly defined and the objectives and outcomes are aligned to goals and measurable (e215-e216).

The proposed Urban Residency pathway is clearly research informed and evidence based. For instance, to build self-efficacy in Residents, the applicant's provision of services relies on research-based evidence that supports the inclusion of rich clinical experiences (e23 & e25). As such, the 1-year clinical field placement in a high-need urban school is combined with a highly trained Mentor Teacher, rigorous master's level coursework, and a one-year cohort-based induction program that will provide intensive support for novice teachers. This activity is comprehensive and has a great likelihood of improving teaching and learning and will enable Residents to support rigorous academic standards for students.

The applicant's model relies on using performance feedback for continuous improvement and the inclusion of a standing agenda item for updates on the proposed project at monthly Professional Development School Network's (PDSN) meetings will ensure learning from partnering districts about placements and local needs and that adjustments are made to address said needs (e42).

To ensue sustainability, the applicant partners with various supportive entities, such as Center for Future Teachers (supplying a pipeline of future Residents), LEAs (placement and mentoring) and other stakeholders such as ETS. These partners' shared commitment to the project will help to sustain the residency program beyond the period of federal funding.

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Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

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

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

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

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

Strengths:

The applicant plans to conduct internal and external evaluations that will employ a mixed methods approach. The evaluation has the potential to provide important information related to implementation of the project (e217- e219).

Weaknesses:

The evaluation plan on pages e217 – e219 does not clearly represent how data will be collected and analyzed nor how the methods of the evaluation will answer evaluation questions. Including clear information would help with ascertaining the appropriateness of these approaches to provide valid and reliable data on project objectives and outcomes.

The applicant asserts that descriptive and inferential statistics will be used to address the research questions presented in the external evaluation (e55), but it is not clear how this will be possible. The description of the analysis techniques is vague. For instance, while the proposal mentions that inferential statistical analysis of the student outcomes will begin in Year 4 (p. e50), it is unclear what type of analyses will be considered or utilized (e.g., t-tests, ANOVA, regression, etc.). Moreover, though the applicant reports that qualitative data will be collected (“qualitative data such as surveys, focus groups with participants and program completers” e43), the applicant does not include a description of qualitative data analysis techniques. This type of information is critical to determining if the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Reader's Score: 15

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**

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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 and partners have committed to providing ample resources and financial support to ensure the success of the proposed project. Institutional commitment, specifically tuition reduction offered to Residents is beneficial to recruitment and retention. The applicant commits in-kind support in the form of classroom space, facilities and university staff time (Budget narrative Attachment – section F2: Narrative Justification NonFederal; Letter of Support, e181-186). Institutional support for sustainability will also come from Off-Site Graduate Programs (OSGP) which will provide Residents with “high quality OSGP curriculum and courses taught by education experts”. e56.

Weaknesses:

The applicant submits articulation agreements for only two of the four identified partner LEAs. Providing letters of support from all partner LEAs would demonstrate and substantiate the support to be provided.

Reader's Score: 25

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's detailed timeline (e20-e23), management plan, and data collection (e213-e214) as well as the shared responsibility of the leadership team (e209) clearly describes what is to be accomplished, how it will be done and when deliverables and milestones are expected. Employing this type of detail ensures that the project tasks will be managed well and accomplished on-time and within budget.

The procedures for ensuring feedback are adequate for the project. Data sources include teachers' ePortfolio documentation and teacher observations. The applicant will also use responses from focus groups and surveys to solicit feedback from residents and mentors. A Feedback loop (e51) will ensure continuous improvement (Logic Model - e88

Weaknesses:

No weaknesses noted.

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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 proposes to recruit and prepare 4 cohorts of highly qualified and effective Residents of color to address the need for diverse teachers of high need subjects (e18). The applicant will focus marketing efforts on recent and impending graduates of color to improve diversity. Moreover, information sessions will also host graduates from HBCUs and HSIs (e21). These efforts are effective methods to reach a diverse population of potential teachers.

Weaknesses:

No weaknesses noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

Strengths:

Through the proposed partnership, the applicant will include activities that support and remove certification barriers for diverse teacher candidates which will ultimately increase the proportion of well-prepared, effective educators for underserved students. For instance, the applicant's partner – ETS – will provide Praxis Learning Paths, test preparation materials, workshops for Residents and faculty and vouchers for testing (e32). These types of activities will address barriers that diverse candidates may face.

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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 to select mentor teachers who will co-teach with residents and assist in the development and promotion of socio-emotional learning (e24).

Weaknesses:

While the applicant states that there will be trained mentor teachers, a more detailed description of what mentor assistance will entail and the strategies to be employed would aid in determining the extent to which the applicant thoroughly address this priority (e24).

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 applicant's approach to addressing this priority includes the provision of professional development that focuses on topics such as Building Cultural Competence and Dismantling Racial Bias, will likely promote equity and culturally responsive practice (e26). Additional Resident support and professional development will be offered after graduation and during the 1 year induction, and will ensure educators are prepared to create inclusive, supportive and equitable learning environments (e26).

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 will incorporate two proven strategies for successful Grow Your Own programs. Specifically, the applicant proposes to partner with local districts for recruitment and placement and they will offer academic, financial and social support for program participants (e39 & e42).

Weaknesses:

No weaknesses noted.

Reader's Score:

Status:

Last Updated:

0

Submitted 06/03/2022 06:06 PM

Status: Submitted

Last Updated: 06/05/2022 10:54 PM

Technical Review Coversheet

Applicant: Dallas College (S336S220049)

Reader #1: *****

Points Possible

Points Scored

Questions

Selection Criteria

Quality of Project Design

1. Project Design 30 30

Quality of the Project Evaluation

1. Project Evaluation 20 15

Adequacy of Resources

1. Adequacy of Resources 30 26

Quality of the Management Plan

1. Management Plan 20 20

Priority Questions

Competitive Preference Priority

Competitive Preference Priority 1

1. Educator Diversity 4 4

Competitive Preference Priority 2

1. Diverse Workforce 3 0

Competitive Preference Priority 3

1. Meeting Student Needs 2 2

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 #1: *****

Applicant: Dallas College (S336S220049)

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:

While diversity has grown in the partner districts, the number of minority teachers has not. The community has a student population that is 54% Hispanic, 23% Black, 4% Asian, and 2% other, creating an overall minority population of 83%, while only 43% of the teachers are non-white (e22). The proposed project will aim to address this issue by creating a teacher pipeline of diverse candidates.

Implementation of the proposed program supports the partner districts' needs for more teachers, as the selected partner districts have higher turnover rates than that of the state (i.e., 2020-21: 16% and 23%, vs 14% state) (e22). The proposed program will help to fill the districts' teacher pipelines

The applicant has provided thorough and clear goals and objectives, with outcomes that are measurable (e33). Providing measurable outcomes helps reduce bias in evaluating the program's success in achieving its intended outcomes. Clear goals and objectives also helps keep the project on track and focused.

The applicant has provided a thorough and comprehensive logic model to include inputs, activities, associated timeline, and short-and-long term outcomes (e70). The logic model presents a clear rationale for moving from associated inputs and activities to intended outcomes.

The proposed project is part of a comprehensive effort to improve teaching and learning. In Fall 2022, the university partner began engaging in a community of practice to create a more diverse teaching pipeline (e28). Engaging educators in a community of practice creates a medium for idea sharing and represents an intentionality about working to improve outcomes. Building upon existing efforts helps create buy in and integration for the development of coherent systems to improve teaching and learning.

The proposed program is built on a foundation established at the university through its - Mountain View campus Alternative Teacher Certification program. This program supports people who have earned baccalaureate degrees and are seeking a career change into teaching, attain that goal (e18). The proposed program will build upon this effort by

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expanding supports and increasing its focus on recruiting a more diverse population.

The applicant has grounded the project's design in research (2019 report by Shelby County Schools) (e26). The report found that teachers trained in the Memphis Teacher Residency, which included strong and deliberate mentoring for teacher candidates, exposure to educational inequality, innovative training, and ongoing professional and community support (e27), consistently outperformed teachers from other programs, in their first three years of teaching on student growth on achievement tests, observation of practice, professionalism, and student perceptions (e26).

The applicant has provided research to substantiate the effect of high-quality, standards aligned instructional materials on student learning. The proposed project will focus on improving student outcomes by supporting school systems in adopting high-quality curricular materials (e34).

Competencies for the registered teaching apprenticeship will be based upon Teaching Works (University of Michigan, 2022) and Teacher Education by Design (University of Washington, 2022).). These competencies are research-based and outline the key skills aspiring educators must master to be effective in the classroom (e32).

The proposed program will build the capacity of educators by providing work-based learning opportunities interwoven into real-world and relevant competency-based coursework, and strong coaching from expert educators (e27). These supports will develop educator capacity and provide knowledge that can be carried with these educators beyond the life of the proposed project.

The proposed project is designed to also build the skills and capacity of current district employees as many expand their education and professional learning by being recruited into, educated and becoming teachers of record (e28).

As a result of participating in the proposed program, the capacity of instructional coaches will also be enhanced as they receive training in research-based coaching frameworks and become part of structures to collaborate with other educators

and learn from one another across school systems (e39).

Collecting feedback and fostering continuous improvement has been integrated into the project's design. The partnership will use Mandinach's Conceptual Framework for Data-Driven Decision Making. Partners 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 and to specify areas of understanding and misconception (e43).

Project partners will meet on a monthly basis to monitor program progress. The project will also include participant focus groups, convening and engaging professional learning communities monthly, engaging in quarterly data meetings, and engaging an external evaluator to review and inform on the project to ensure feedback from all areas are accounted for (e44).

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:

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- (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:

Evaluation of the proposed program will be conducted by an external evaluator (e46). Using an external evaluator will help to provide objective feedback regarding the project, to provide more valid and reliable data.

The project's evaluation will include both quantitative and qualitative measures (e45). Using various data sources allows the evaluator to triangulate data to help ensure data and findings are valid and consistent.

The applicant has provided an evaluation plan that clearly links the program's goals and objectives to relevant performance measures and provides data to be collected, when, and by whom (e47-51). Having such a through plan will help ensure the program's goals and objectives are effectively measured and evaluated. Data sources and methods of analysis are also feasible and appropriate for the project.

Weaknesses:

The applicant has provided limited information on the methods to ensure data are valid and reliable. Outside of using an external evaluator and proposing that evaluation has qualitative and quantitative data sources, it is not clear how this will be done, specifically as it pertains to specific data collection tools and methods of analysis.

Reader's Score: 15

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 provided a detailed list of resources the university will commit to the program, to include facilities (e.g., computer labs, library, dedicated space at all 7 campus locations, file storage space), equipment (e.g., computers, AV equipment) and supplies (e.g., assessment prep materials). LEAs will commit apprentice wages, grant management, mentor stipends, and training and meeting space (e55). Through these commitments, the applicant has demonstrated

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that it has the appropriate resources to support the project.

The proposed budget appears adequate to support the proposed project. It includes line items to support all major components of the program, including mentor stipends, travel to required national conferences and an external evaluator (e130).

The applicant has provided a budget in which most costs are clearly reasonable given the objectives, design, and potential significance of the project. For example, supplies and instructional material are low and reasonable costs given the design of the project.

The project is designed to create systems that will last beyond the term of grant funding. Current School of Education full-time staff will be used to execute and manage project deliverables with a minimal percentage of their salaries committed to the project at a declining rate over the life of the grant (e56). This institutionalizes program activities, that they might beyond sustained beyond grant funding.

Consistent with its approach to build systems to help sustain the project, the proposed program will leverage the registered apprenticeship program at the local education agencies and proposes to build a scaled, mentor-teacher reform model with partners so that the project can operate beyond the grant life (e57)

The applicant has provided letters of support (e121) and a detailed table demonstrating the relevant commitments of project partners (e58). The commitments of partners are strong and documented. Documenting these commitments creates accountability and memorializes each partner's commitment.

Weaknesses:

The budget includes a line item for "Consulting and Training on Teaching Competencies, High-quality Instructional Materials and Coaching Model" at an amount of \$75k in year 2 and \$41k in year 3 (e139). Without understanding more about these trainings, who will be attending them and how many participants will be included, it is difficult to ascertain if these seemingly high costs are reasonable.

The applicant has demonstrated a strong commitment from its partners, but the applicant has not documented that it has the support of stakeholders in the broader community. Having support from the broader community helps support project success and sustainability.

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**

Strengths:

The applicant has provided a clear and thorough management plan, to include the goal, start year, deliverable, responsible staff and timeline for completion (e63-64). Having a clear management plan delegating tasks and responsible parties helps to keep the project on track to being completed on time and within budget and enforces accountability for doing so.

Procedures for collecting feedback and fostering continuous improvement has been integrated into the project’s design. The partnership will use Mandinach’s Conceptual Framework for Data-Driven Decision Making. Partners 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 and to specify areas of understanding and misconception (e43).

Project partners will meet on a monthly basis to monitor program progress. The project will also include participant focus groups, convening and engaging professional learning communities monthly, engaging in quarterly data meetings, and engaging an external evaluator to review and inform on the project to ensure feedback from all areas are accounted for (e44).

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:

In an effort to improve the recruitment, outreach, preparation, support, and development, of a diverse educator workforce, the proposed program includes a partnership with Dallas College, an IHE with a minority student population of 88% (e23). Students from the college will be recruited to participate in the proposed educator preparation program.

To introduce potential teachers to the field of education, the proposed program will include a five-day Teacher Preparation Summer Bridge program that provides them the opportunity to visualize what a teaching position truly entail. This experience includes hands-on experiences. an introduction to requirements for the educator preparation program, an

opportunity to build a sense of community, and sharing of related concepts of what being a reflective educator is. Candidates will receive an overview of classroom management, and an introduction to technology, and also learn how to use data to modify and improve practice and plan for performance and accountability (e23).

Weaknesses:

No weaknesses noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

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 supports within the university to improve students' social, emotional, academic, and career development, through affinity groups. Currently, the university has 12 affinity groups (e.g., LGBTQ club, African American Student Association, Women's Empowerment Network) (e24).

Mentor teachers and instructional coaches will be used to provide participant support through program participation and their first-year teacher experience. This includes engagement in regular cohort meetings to provide an additional layer of support for participants and novice teachers (e24).

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Weaknesses:

No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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

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

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

- (3) Middle school
- (4) High school
- (5) Career and technical education programs.
- (6) Out-of-school-time settings.
- (7) Alternative schools and programs.

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

Strengths:

The applicant has indicated that they will promote educational equity and adequacy in resources by ensuring that students are taught by teachers who know how to effectively utilize high-quality instructional materials (e25) in PreK-6 schools (e70).

Weaknesses:

The applicant has provided limited information on how they will promote educational equity and adequacy in resources for students. The applicant has indicated that they will promote educational equity and adequacy in resources by ensuring that students are taught by teachers who know how to effectively utilize high-quality instructional materials, but it is not clear how any special effort is made to assess inadequacies and implement responses, given that the minimum expectation would always be that the program use high quality materials and prepares teacher candidates to use them.

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.

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N/A

Strengths:

N/A

Weaknesses:

Score:

Status:

Last Updated:

Submitted