

PM  
**Technical Review Coversheet**

**Applicant:** Dallas College (S336S220049)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	30
1. Project Evaluation	20	20
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	25
<b>Quality of the Project Evaluation</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Educator Diversity	4	4
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	3	0
<b>Competitive Preference Priority 3</b>		
1. Meeting Student Needs	2	2
<b>Competitive Preference Priority 4</b>		
1. Promoting Equity	2	2
<b>Invitational Priority</b>		
<b>Invitational Priority</b>		
1. Grow Your Own	0	0
<b>Total</b>	111	103

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## Technical Review Form

**Panel #2 - Panel - 2: 84.336S**

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

**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:**

(i) The applicant provided a fully detailed and comprehensive overview of the rationale and how the program is aligned with the need for the project. The proposed project intends to increase in the number of diverse teachers through a Grow Your Own approach. The applicant indicated that in the targeted service region of Dallas, Texas, both LEAs and LEA schools serve a high need student population with 56% (20,980) at RISD and 80% (17,300) at Uplift defined as economically disadvantaged. Likewise, the partnering LEA's meet the TQP eligibility threshold of 20% minimum low-income students enrolled serving no less than 10,000 low-income students and the high needs elementary schools all meet the minimum requirement of 60% eligible for free and reduced lunch. The project is focused on urban area schools within the Dallas Metroplex. Despite a majority Hispanic and Black student population, most educators in Texas are White. As of 2020-2021, Texas educators are 57% White, 28% Hispanic, 11% Black, 2% Asian, and 2% other (in higher teacher turnover rates. Per the needs assessment, the annual teacher turnover rate at the partnering LEAs is greater than the state rate of 14% for the 2020-21 reporting year. Thus, there is a need to increase the number of diverse teachers in the targeted area. (pgs. e 6-9)

(ii) The applicant provided detailed goals and objectives that are relevant and aligned with measurable outcomes. For example, the applicant has a goal to create a grow your own talent pipeline with partner districts to recruit, enroll and upskill current district employees and by recruiting aspiring educators from their local communities to fulfill short-term workforce needs while completing bachelor's and certification requirements. The applicant will target at least 625 teachers over the life of the grant and 75% of the participants will show an increase of 10% on completion rates and mastery each year and 100% of program completers who were employed for the first time as teachers of record in the preceding year by the partner high-need LEA and were retained for the current school year. Another important goal is to develop and engage teacher candidates in induction support, including one-on-one mentor coaching and affinity groups. The project projects that 100% of faculty coaches will be trained in research based coaching cycle. 100% of the teacher candidates will engage in one-on one coaching relationships with mentor/faculty coaches around key competencies during the bachelor's program and during the first two years as teachers. (pgs. e9-14)

(iii) The applicant effectively demonstrated that the proposed project is a comprehensive effort to improve teaching and

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learning, as well as to improve academic standards for students. The project will train students who are from the local community and current employees of partner school systems who do not yet have a bachelor's degree that includes on-the-job learning, interwoven with real-world, competency-based coursework, and supported by frequent coaching from proven educators. The project included asynchronous coursework that embeds the high-quality instructional materials teachers are encouraged to use in Texas and measure success based upon successful completion of competency-based assessments. Dallas College has begun using The Learning Cycle framework to deepen learning by explicitly and seamlessly connecting and embedding framework into courses which allows residents to connect theory to practice. The evidence-based practice we will be piloted check for how the program is increasing proficiency on performance-based assessments, portfolio artifacts and classroom practice. (pgs. e16-17)

(iv) The applicant comprehensively cited research and evidence-based practices that will be embedded into the project. For example, the Dallas College RAP project draws from the work of the Memphis Teacher Residency (MTR) project. The model was selected because the applicant found that MTR trained teachers in their first three years of teaching outperformed their non-MTR counterparts by significant margins on four very different measures of teaching effectiveness: student growth on achievement tests, observation of practice, professionalism, and student perceptions (SCS, 2019). The applicant indicated that the college has moved away from the traditional model in which faculty are the transmitters of knowledge to the students and are focused on providing rich work-based learning experiences in concert with classroom instruction. RAP has one overarching goal to improve educational outcomes for PK-6 students in high need schools throughout Dallas County, Texas. (pgs. e18-21)

(v) The applicant clearly demonstrated that the project have embedded process and procedure to ensure there are appropriate times for performance feedback and continuous improvement for monitoring project progress. The applicant will employ the Mandinach Conceptual Framework for Data-Driven Decision Making to communicate data that informs direction and improvements in coaching, upskilling, and instruction. Grounded on the premise in which data are transformed into information and knowledge. The collaborative effort will include partners who will review coaching transcripts, survey data from teacher candidates and district participants, as well as competency-based performance

every quarter to analyze the program's strengths and weaknesses. Through multiple feedback practices, RAP plans to use feedback obtained is useful for analyzing target outcomes and making informed decisions throughout the grant period. (pgs. e22-24)

(vi) The applicant provided adequate evidence that the proposed project design has many merits and promising practices that have the capacity to build upon and achieve results beyond the federal period. The applicant has proven that the program is building an infrastructure that once in place can be sustained. The model is strongly aligned with programmatic activities that can improve educational outcomes for students in high need schools throughout Dallas County. RAP's efforts are focused on a GYO model to support increasing teacher workforce, quality, and diversity as well as providing individualized coaching support through the strong collaboration with faculty as coaches and mentor teachers in the field. Emphasis has been placed competency-based assessments, affinity groups, and communities of practice to ensure reflection and diversity throughout the life of the project. (pgs. e25-32)

**Weaknesses:**

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

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**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:**

(i) The applicant provided a reasonable evaluation plan aligned with methods of evaluation to analyze and assess the validity and reliability of outcomes based on the performance data projected. An external evaluator will be contracted to provide objective evaluation and review of program activities, progress, and data, and to assist in producing formative and summative reports of the overall project. The project will collect data on an ongoing basis throughout the project year, thus allowing for a formative assessment, to inform continuous program improvement and ensure fidelity within the project components. The evaluation will employ a mixed-methods design utilizing multiple qualitative and quantitative data sources throughout the life of the project. Each element will be evaluated annually to determine adequate progress, ensure timely decision making, and share successes and challenges with faculty, district partners, and outside stakeholders thereby ensuring an effective, collaborative summative evaluation. (pgs. e37-46)

(ii) The applicant provided an adequate depiction of the methods of evaluation that will be utilized to determine outcomes of the goals and objectives. Each goal and objective along with relevant performance measures have been charted and are thoroughly discussed. For example, the applicant in objective one, the program will recruit and enroll teacher candidates into the program the will lead towards graduation and certification. The outcome is to increase overall annual enrollment by 25 throughout the 5-year grant period towards graduation and certification. Performance data will be collected annually and sorted by participant demographic data using such artifacts as: (1) teacher candidate demographic survey and (2) college enrollment data. The evidence collected will be an annual review of student retention and graduation data, teacher candidates will attain the following outcome: at least 90% of RAP program graduates will attain initial state certification/licensure by passing all necessary licensure/certification assessments within one year of program completion. (pgs. e47-50)

**Weaknesses:**

- (i) No weaknesses noted.
- (ii) No weaknesses noted.

## 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:**

(i) The applicant effectively demonstrated the Lead Organization which is Dallas County will support the project by providing all of the necessary resources to ensure a successful implementation. As lead applicant, Dallas College and LEA partners have pledged match resources equal 100% of requested federal funds including apprentice wages, grant management, and mentor stipends. The Dallas College is committing to providing facilities for office and classroom teaching. Supplies will be available for students, as well as computer equipment and software programs. Accommodations will be in place to ensure individuals with disabilities have equal access to academic and social services in an education environment. Other examples, include the applicant indicated that participants may need other resources that will enhance retention and eliminate any life barriers that may jeopardize student academic and personal success, such as removing barriers to food, housing and utilities, childcare, clothing, medical insurance and/or other school needs such as books and supplies. (pgs. e50-55)

(ii) The applicant clearly demonstrated that the budget is adequate to support the various components of the project. The applicant is requesting 3,844,822.20 of federal funds and matching 3,844,822.20 for a total of 7,689,644.40 to serve 625 teachers. The college will not seek indirect costs. The budget is adequate to support the proposed project as approximately 65% of the funding will go to services and student support costs. (pgs. 55-64 and Budget Narrative)

(ii) The applicant effectively demonstrated that the costs are reasonable to fully implement the program and meet the objectives with some significance gains. The applicant indicated that the college has build an endowment and not student will ever pay over \$10,000 for a degree. Dallas College and LEA partners have pledged match resources equal 100% of requested federal funds including apprentice wages, grant management, and mentor stipends. Approximately 15% of the budget will be used to support project direction, faculty/mentor, curriculum and professional development and professional learning communities. Lastly, 20% of the budget will be designated for supplies, travel, project consultation and evaluation. The base salary for clinical support for teachers is \$20,000. (pgs. e5 and 56-61 and Budget Narrative)

(iv) The applicant indicated throughout the narrative that there is great support and commitment to sustain the project. Partners have committed a significant amount of cash donations to support the project. Dallas College indicated that the long-term impacts are worth the investment. The applicant is hoping that the funding through the grant and the matching funds will keep the momentum going and institutionalize the mentor teacher model elements. (pgs. e61-62)

(v) The applicant clearly demonstrated the commitment of each partner in the proposed project and the commitments are substantial. Besides cash donations for each partner, the partners have committed to assisting with aligning competencies and course work to the certification requirements and to support and provide time for faculty to collaborate to establish integrated course content competencies and participate in a community of practice to build capacity of the teacher preparation program. Each partner LEA commits to provide stipends (cash match) for mentor teachers and to provide space for meetings and training sessions of the proposed delivery of services. (pgs. 59-63)

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**Weaknesses:**

(i) No weaknesses noted.

(ii) No weaknesses noted.

(iii) No weaknesses noted.

(iv) While the applicant and the partners have verbalized a commitment and support for the project, the applicant does not provide a multi-year financial plan that would solidify written support.

(v) No weaknesses noted.

**Reader's Score: 25**

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

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

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

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

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

**Strengths:**

(i) The applicant provided a comprehensive and detailed management plan that clearly aligns the achievement and completion of program tasks and activities with the program objectives. For example, the management plan has identified the management structure, roles, responsibilities, and a timeline for implementation during the grant term. An operational timeline corresponding to the main milestones are located in the logic model. The project will be supported by multiple district departments to ensure quality of services, fiscal responsibility, implementation, and the evaluation. The applicant provided an organizational chart which clearly depicts the management structure with clear lines of responsibility. The applicant is proposing to commence with activities in Fall 2022, such as finalize the MOU and begin the curriculum reforms. (pgs. e 59-68)

(ii) The applicant clearly demonstrated processes and procedures will be in place to engage collaborative teams in performance feedback and continuous improvement dialogue. For example, team will build upon the Mandinach Conceptual Framework for Data-Driven Decision Making to translate data into actions that inform coaching, upskilling, and instruction. The framework is grounded on a continuum in which data are transformed into information and ultimately knowledge (Mandinach, 2008). The teams plans to utilize multiple feedback protocols during the planning year as well as throughout years two-five and specifically planning to obtain feedback through meeting with school district partners on a monthly basis to both design the program specifics as well as monitor RAP progress, conducting focus groups with participants to ensure the voice of students is present in both the design and implementation of the project. Teams will engage in quarterly data meetings led by an external evaluator to review and inform progress on goals and objectives. (pgs. 63-68)

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**Weaknesses:**

(i) No weaknesses noted.

(ii) No weaknesses noted.

**Reader's Score: 20**

**Priority Questions**

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

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

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

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

**Strengths:**

(a) The applicant is a Minority Serving Institution. Dallas College is an open-admission, public, two-year community college. In Fall of 2021, Dallas College student body was 49% were Hispanic, 21% African American, 16% White and 7% Asian. (pg.7 and GEPA Statement)

(b) The applicant indicated that the TQP RAP Project will employ carefully designed selection criteria to identify students to participate in the program. In efforts to increase diversity of educators in Dallas County, RAP proposes to recruit teachers from two diverse talent pools. The first being current school system paraprofessionals (and/or other district employees) without an earned bachelor's degree to become teachers. Paraprofessionals are significantly more diverse than the current teachers within the North Texas region. In fact, of the approximately 800 paraprofessionals employed by the RAP partner districts, 79% are identified as a minority (621 total). The second talent pool will be current Dallas College students in which 88% of whom are students of color. RAP proposes to build out a Teacher Preparation Summer Bridge talent pipeline program to introduce both talent pools to the field of education. The 5-day immersive hands-on experience will also introduce participants to the BAS ECE program requirements, build a sense of community. (pg.7-8)

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**Weaknesses:**

- (a) No weaknesses noted.
- (b) 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:**

Not applicable.

**Weaknesses:**

Not applicable.

**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:**

(a) The applicant indicated that the project design has incorporated supports for meeting the needs of a diverse aspiring teacher population. The program will provide outreach to recruit students into the teacher preparation program through two key talent pipelines with the purpose of growing local, diverse talent into the educator field including paraprofessionals from the LEAs and local students from Dallas College. With the anticipation of supporting nontraditional adult students the project will engage in addressing the social, emotional, and academic needs of participants. For example, the applicant indicated that participants may need other resources that will enhance retention and eliminate any life barriers that may jeopardize student academic and personal success, such as removing barriers to food, housing and utilities, childcare, clothing, medical insurance and/or other school needs such as books and supplies. (pgs. e50-55)

(b) The applicant indicated that students will be recruited from underrepresented backgrounds and will receive mentoring to prepare them to teach in the shortage areas. As a result of this priority need new teachers will represent an education workforce whose diversity reflects the student population. Apprentice teachers will complete programs of deep immersion

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in schools and communities to get to know the students. (pgs. e55-57) The program model centers offers work-based learning opportunities that are interwoven with real-world and relevant competency-based coursework, and strong coaching from expert educators. A growing body of research asserts that teacher diversity can affect student outcomes in positive ways, particularly for students of color (Brown, 2018). Minority teachers possess a familiarity with certain cultural characteristics, backgrounds, and identities that can contribute to the academic setting. This familiarity can lead to the monitory teachers' cultural transference and teacher-to-student connection in the urban classroom setting (Scott, et. al, 2019). It is important to note that despite this familiarity, there is an unspoken assumption that a minority teacher will have a different influence and experience with teachers from similar experiences are likely to improve academic achievement. (pgs.e34-38)

**Weaknesses:**

- (a) No weaknesses noted.
- (b) 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:**

(a) The applicant indicated that in the targeted service region of Dallas, Texas, both LEAs and LEA schools serve a high need student population with 56% (20,980) at RISD and 80% (17,300) at high needs elementary schools all meet the minimum requirement of 60% eligible for free and reduced lunch. The project is focused on urban area schools within the Dallas Metroplex.

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**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 indicated that the Dallas College has rooted its proposed RAP project in a Grow Your Own model and serves as one of the project goals and objectives. Critical to the teacher workforce needs in the North Texas region and central to engaging a diverse educator talent pipeline, the GYO model is the fundamental structure of the RAP. Dallas College will accomplish the goals and objectives of RAP through its eligible partnership model with the Dallas College School of Education, School of Creative Arts, Entertainment & Design and School of Engineering, Technology, Mathematics & Sciences, Dallas College and Mountain View Alternative Certification Program agencies. The project will engage an increased number of paraprofessionals and local students participating in GYO & apprenticeship model to meet teacher shortages and diversify the teacher workforce by upskilling top 20 percent of paraprofessionals in each partner LEA and aspiring educators from the local community to fill teaching roles. Students who are from the local community and current employees of partner school systems who do not yet have a bachelor's degree that includes rich, on-the-job learning, interwoven with real-world, competency-based coursework, and supported by frequent coaching from proven educators. (pgs.7-8 and Abstract)

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**

**Status:**

**Last Updated:**

**0**

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Status: Submitted

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

**Technical Review Coversheet**

**Applicant:** Dallas College (S336S220049)

**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 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 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** 111 107

**Technical Review Form**

**Panel #2 - Panel - 2: 84.336S**

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

**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:**

The proposed program will increase the number of teacher candidates in the Grow Your Own program and will rely on evidence presented by the Memphis Teacher Residency project (pg. e26). The comprehensive logic model is on page e70 and the activities are integral to the project. The 3 objectives presented on page e28 are to create grow your own pipelines, design asynchronous coursework to embed instructional materials, and incorporate induction supports including one-on-one mentoring and affinity groups (pg. e28). All of the goals and activities reflect up-to-date practices and ways to approach improvements in teaching and learning (pg. e42). Review of coaching transcripts, survey data, and other formative evaluations will inform the continuous improvement of the proposed project (pg. e44). The mutual support between the LEA and applicant will improve permanent changes to the pipeline to prepare teacher candidates and the improvements to the pathway will also be able to build capacity and yield long-term results (pg. e45).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 30**

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

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

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

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

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**to the goals, objectives, and outcomes of the proposed project.**

**Strengths:**

The evaluation plan in this application is outlined in the logic model on page e70 to measure the effects of all elements and activities of the proposed teacher recruitment, curriculum alignment, support, and retention programs. The project activities are measurable and include both teacher outcomes at the short and intermediate outcomes and student academic achievement outcomes for the long-term outcomes (pg. e70). The timeline for evaluation activities presented in the logic model has regular milestones presented. The applicant's evaluation plan includes both quantitative, such as minority teachers in the pipeline and student achievement information, and qualitative data, such as interviews and focus groups. The plan for collecting the data is detailed.

**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 expresses support for the RAP program through a 100% institutional match including improvements to access and student success for underserved and minority students (pg. e53). Institutional leadership supports the project's initiative through LEA partnerships to develop a comprehensive and embedded learning activities (pg. e53). Table 12 on page e54 lists the applicant institutional resources in detail. The costs of the project requested are reasonable and clearly related to the objectives, design, and potential project significance (pp. e56-57). The applicant presents an adequate plan for resources beyond the federal funding through partnerships and community initiatives. The partnership between the LEA and applicant seems to be strong and the details of the partner contribution are clearly outlined in Table 13.

**Weaknesses:**

No weaknesses noted.

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**Reader's Score: 30**

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

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

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

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

**Strengths:**

The project identifies all of the key management personnel on the project (pp. e59-62). The personnel are highly qualified for each part of the project (pp. e63-64). A detailed and clear timeline presented in the logic model outlines implementation and evaluation activities (pg. e70). All activities relate and support formative feedback and project summative evaluation for each objective (pg. e70). There is a strong plan to provide teacher feedback for formative evaluation as well as summative evaluation (pg. e64-65).

**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.

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**Strengths:**

The applicant uses 5-day immersive hands-on experience named Teacher Preparation Summer Bridge to expose and recruit qualified and interested talent pools (pg. e23). Using experienced teachers of record, the applicant will include topics such as educator roles, classroom management, using data for decision-making, performance and accountability, and using technology (pg. e23). The applicant identifies that 79% of paraprofessionals in the target population are minorities and 88% of non-Bachelor's degree targeted are students of color, therefore, these initiatives will target a local audience that is also reflective of the student population (pg. 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:**

The applicant does not address this priority.

**Weaknesses:**

The applicant does not address this priority.

**Reader's Score: 0**

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

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

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

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

**Strengths:**

The applicant asserts that affinity groups have been proven to prepare teachers who reflect the student body but also should be prepared to respond to students' social, emotional, and academic needs (pg. e24). Additionally, the applicant will support teacher preparation through safe spaces as demonstrated by evidence-based practices (pg. e24). This combination of support groups and the RAP intervention will fully support the preparation for teachers to address student needs.

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**Weaknesses:**

**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:**

Teachers will be encouraged to reflect on effectiveness as educators (pg. e25). Promoting access through asynchronous learning platforms will also provide strong equity and access opportunities (pg. e25). The applicant's proposed learning outcomes will routinely assess personal growth and development and continued improvement (pg. e25).

**Weaknesses:**

It is unclear of the target audience which would establish the educational setting. Additionally, it is unclear how the curricula will support pedagogical practices that will create inclusive and unbiased safe learning environments for students.

**Reader's Score: 1**

**Invitational Priority - Invitational Priority**

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

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

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The LEAs currently have identified potential district employees who have valuable experience but do not have a Bachelor's degree (pg. e20). The applicant demonstrates the needs and student demographics of the participating school districts (pp. e21-22). Complicating this situation is the high annual teacher turnover rates and current teacher experience levels (pg. e22).

**Strengths:**

No weaknesses noted.

**Weaknesses:**

**Score:**

**Status:**

**Last Updated:**

Submitted