

Technical Review Coversheet

Applicant: Cal State LA University Auxiliary Services, Inc. (S336S220068)

Reader #1: *****

Points Possible Points Scored

Questions

Selection Criteria

Quality of Project Design

1. Project Design	30	23
1. Project Evaluation	20	17

Adequacy of Resources

1. Adequacy of Resources	30	27
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Quality of the Project Evaluation

Quality of the Management Plan

1. Management Plan	20	20
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Priority Questions

Competitive Preference Priority

Competitive Preference Priority 1

1. Educator Diversity	4	3
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Competitive Preference Priority 2

1. Diverse Workforce	3	2
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Competitive Preference Priority 3

1. Meeting Student Needs	2	1
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Competitive Preference Priority 4

1. Promoting Equity	2	2
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Invitational Priority

Invitational Priority

1. Grow Your Own	0	0
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Total 111 95

9/28/23 11:33 AM

Page 1 of 8

Technical Review Form

Panel #7 - Panel - 7: 84.336S

Reader #1: *****

Applicant: Cal State LA University Auxiliary Services, Inc. (S336S220068)

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 teachers of color by creating an effective teacher residency program framed by social justice, equity, and opportunity for students. These components are rooted to addressing relevant educational concerns which is in alignment for the values of the applicant, it increase the likelihood success (e24).

The proposed program is part of a concentrated effort to grow 276 new STEM, Special Education and Bilingual teachers and is achievable through community-based teaching and learning practices as described in the model (e37).

The proposed program is part of a concentrated effort to grow teachers, and the applicant lists organizations (Inner City Struggle, Young & Healthy, and A Place Called Home) which provides multiple opportunities for the candidates to develop curriculum that will reflect the cultural literacy of their students, which in turn will enable classroom teachers to be more culturally responsive practitioners (e36).

The applicant installs multiple measurements of evaluation (teacher residency, self-collaboration toolkits, TeachLive, and Vsorts), which provides teachers multiple opportunities to reflect upon their practices and grow with feedback (e26, e36).

The applicant describes feedback loops through constructive dialogue techniques and continuous performance evaluations through self-assessments, growth plans and regular observations, which provide multiple methods of structure growth (e38).

Mentor teachers would be receive a stipend of \$3,000 and are already selected, and trained in the applicant's processes which should bring greater alignment and adherence to the applicant's goals (e33).

The applicant's teacher mentorship program is designed to increase capacity, and should be successful beyond the federal grant with in-kind matching funds (e185).

9/28/23 11:33 AM

Page 2 of 8

Weaknesses:

It is unclear how the applicant will be able to contact "ex-Californians" through HBCU's who would like to return to the state to teach (e25).

It is unclear why the first cohort would receive \$33,000 while the subsequent cohorts would receive \$38,000 (e38).

The applicant has up-to-date research on effective pedagogical, collaborative and community based practices; however, an extensive amount of research from "community capital" comes from sources now 35-40 years old (e19, e29).

Reader's Score: 23

Selection Criteria - Quality of the Project Evaluation

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

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

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

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

Strengths:

The applicant has multiple methods of evaluation (certification, dual certifications, and --performance measures) to be conducted over the life of the federal grant and these should provide reliable performance data to inform teacher resident growth (e42).

The goals of the project are adequately feasible (90% of graduates will remain in teaching after the cohort, 90% of all residents will pass Reading Instruction Competence, and 100% of candidates will pass three of four sections on the state test edTPA on their first try) and the methods for which this data is collected is obtainable (e44).

The proposed project stresses both qualitative and quantitative data sources, which are used to inform continuous feedback to meet the measurable goals, and shape future designs of the project, which are not as easily quantifiable (e47).

The methods of evaluation through the teacher mentorship process are thorough, feasible and appropriate. They are also rooted qualitatively to social justice structures in improving student outcomes (e47).

Weaknesses:

The application does not state there is an elementary focus to this design. So, it is unclear why 67% of applicants will be placed in elementary schools and 33% will be placed in secondary schools. Additionally it is unsure if qualifying applicants would be placed in a location outside of their intended credentialing grade level (e45).

Reader's Score: 17

Selection Criteria - Adequacy of Resources

9/28/23 11:33 AM

Page 3 of 8

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 project demonstrates adequate physical space, wrap around services, technological infrastructure and assistance, which will provide students multiple methods to access program content (e50).

The applicant demonstrates significant matching funds from supporting districts (for the purpose of supporting residencies and mentorships), along with broad support from their partners giving this project sufficient means of success (e50).

There is adequate demonstration of individual roles, the percentage of their time is listed, and how they are funded necessary for this project to succeed (e52).

The associated costs to grow 276 teachers over five years and support the development of teachers are reasonable and should yield the intended outcomes (e53).

The applicant has appropriate resources to operate their teacher mentorship program beyond the length of the grant and demonstrates that those that are trained in the applicant's pedagogies remain in the field of education (e55).

The applicant lists the partnerships' commitments for its teacher mentorship program with the goal of creating teachers rooted in social justice competencies (e56).

Weaknesses:

The applicant adequately explains the mission of each of the partners, but it does not adequately explain how their direct involvement or how their goals intersect with the project's greater design (e56-57).

Reader's Score: 27

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

9/28/23 11:33 AM

Page 4 of 8

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:

A project management team adequately monitors resident data, refines activities, meets monthly and ensures communication among stakeholders to ensure agreement, follow-through on decisions (e58).

The management plan for the proposed project of teacher mentorship explains the roles of key individuals with clearly defined responsibilities, along with timelines and milestones of sufficient organization necessary to carry out this project (e61).

The management of the project has both and advisory councils and advisory boards with delineating roles which will provide the necessary procedures to ensure the organizational and oversight success of the program (e61).

The advisory board manages the timeline of milestones, and an outside evaluative entity will provide the advisory board feedback in order to make the necessary corrections to support continuous improvement (e61).

The project adequately is scaled outward and subsequent cohorts will increase the number of residents and thus grow the impact of project (e63).

Weaknesses:

None were discovered.

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.**

9/28/23 11:33 AM

Page 5 of 8

Strengths:

The proposed project of a teacher mentorship program has set high hiring targets to ensure educators represent the diversity makeup of the district they serve (Page e25).

The applicants explain that a teacher residency has effectively been in operation for 12 years in Los Angeles. The teacher residency has trained 175 teachers and 80% of them have been teachers of color or from marginalized backgrounds. This demonstrates the longevity and sustainability of such activities in this district (e25).

Weaknesses:

It is not explained how the proposed project will be able to convince former Californians to return to the state, even if they are able to leverage support from HBCU's (e25).

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 2

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

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

Strengths:

The applicant adequately increases certification in the areas of STEM, Bilingual education and special education, growing educators in the content areas of greatest need, within the school districts of greatest need in California (e25).

Weaknesses:

The applicant has built an equity framework, however there isn't enough specificity of its design in this section to explain the impact it will have throughout the duration of this project (e25).

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

9/28/23 11:33 AM

Page 6 of 8

Strengths:

The applicant lists that the cohort model that will be used in helping develop teachers' sense of community and increase their cultural competencies (e25).

Weaknesses:

The applicant describes a social justice-based framework throughout its proposal, however, the supporting details given

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 is targeting dual certifications in Special education and Bilingual education in elementary schools, and focusing on STEM and special education in middle school and high schools (e25).

The applicant uses VSORTs as a tool to build equity and identity and increase educator awareness of the decisions they are making (e25).

Weaknesses:

None were discovered.

Reader's Score: 2

Invitational Priority - Invitational Priority

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

9/28/23 11:33 AM

Page 7 of 8

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 has had success in using the cohort model for the training of teachers of color and marginalized backgrounds, which increases the strength of this proposal (e20).

The applicant is partnering with two local community colleges (East LA college and Rio Hondo College) in order to create a pipeline from high school classrooms to future teachers (e26 & e52).

Weaknesses:

None were discovered.

Reader's Score:

Status:

Status: Submitted

Last Updated: 06/03/2022 05:31 PM

Technical Review Coversheet

Applicant: Cal State LA University Auxiliary Services, Inc. (S336S220068)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	24
Quality of the Project Evaluation		
1. Project Evaluation	20	20
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	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	101

Reader #2: *****

Applicant: Cal State LA University Auxiliary Services, Inc. (S336S220068)

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 Los Angeles Urban Teacher Residency: The Inclusive Integration Community Collaborative (LAUTR-CC) project has been designed based on a strong rationale of established need and creates several extensive interventions to address those identified needs. The teacher training program proposed has a unique community-based approach that addresses the need for teachers to meet the diverse learning needs of students. The logic model supports this rationale by clearly identifying the situation, the priorities, the outputs and outcomes. The rationale and logic model ensures that the project has a clear pathway to success and continued improvement. (Pages e16-e18 and Logic model, Page e86)

The project design includes specific, measurable goals, objectives, and outcomes. The major goal is to effectively train 276 new STEM, Special Education, and Bilingual Education teachers. The applicant demonstrates the measurability of several of the objectives as outlined on the Grant Application Form for Project Objectives and Performance Measures information. Objective 4, to expand the pool of mentors and use co-teaching as a service delivery model, has a performance measure that by year five 20 school sites and 80 mentors are trained to support clusters of candidates. These measurable objectives and the linked outcomes ensures the success of the programming and the possibility for continued improvement. (Pages e217-e225)

One of the components of the proposed project is part of a comprehensive approach to improving teaching and learning. The mentor and supervisor training and support includes eight hours of professional development in coaching adult learning, instructional strategies for all learners, improving the application of subject matter and inclusive education. These elements support the development of rigorous student performance. The proposed project also includes training residents and mentors to use technology effectively to collect, manage, and analyze data to apply to improvement of teaching and learning. These components of the proposed project improves student academic achievement. (Page e45)

Two key elements of the proposed project are clearly based on knowledge from research and effective practice. The applicant demonstrates how the research-based Multi-Tiered Systems of Support (MTSS) training is used for all residents. The Universal Design for Learning (UDL) which includes research based interventions is used to provide differentiated instruction skills for residents. These interventions are based on up-to-date research and will provide for more

opportunities for success of the project. (Page e27)

The applicant demonstrates the uses of several effective methods of performance feedback that are integral to the design of the project. TeachLivE is used to assess students in real time and offer feedback to residents from their peers. These feedback efforts ensure that continuous improvements occur. (Page e29)

The independent evaluator is important in providing evaluation feedback for both the purpose of providing performance feedback to the residents as well as the leadership teams. These efforts provide for continuous improvement of interventions. (Pages e26 and Page e37)

The applicant demonstrates that the building and sustaining of partnerships within the communities is one of the major efforts to provide for community capacity-building. These efforts include frameworks that link the course work and the community input. These efforts ensure that the project interventions extend beyond the period of the Federal financial assistance. (Page e39)

Weaknesses:

One of the objectives is not stated in a measurable manner. Objective A for Goal one states: Plan for the administration of the program. It is difficult to determine how the success or progress toward completion is measured for this objective (Page e62)

There is a lack of clarity as to the rationale for the difference between the stipends allotted. The applicant indicates that the first cohort members will receive \$10,000 and the remaining three cohorts will receive \$15,000. Without a rationale for those differences, it is difficult to determine if a solid rationale for that difference was used. (Page e38)

Reader's Score: 24

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

The evaluation plan includes several methods of evaluation that provide valid and reliable performance data on relevant outcomes. The surveys administered to residents, mentors and graduates are developed based on valid and published instruments. These types of measures ensure that the evaluations assess what has been accomplished and provide data that is useful for programming changes. (Page e45)

The applicant demonstrates clearly how the external evaluator works with the LAUTR-CC staff to provide for an evaluation that is thorough, feasible and appropriate to the goals and outcomes of the proposed project. These efforts ensure that the goals are accomplished and that data is used for continuous improvements. (Pages e42-e48)

The evaluations include collection and analyses of demographic data reported by graduates on annual surveys and data on hired graduates. This demographic data provides both a baseline as well as level of success for the program

9/28/23 11:33 AM

Page 3 of 9

components. (Pages e42-e48)

The evaluation plan includes both quantitative and qualitative methods. That includes demographic data collected as well as results from surveys. The variety of tools used for evaluation ensure that a complete picture of the results of the interventions are useful. (Pages e42-e48 and Pages e217-e225)

Weaknesses:

No weaknesses found.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

Strengths:

The applicant has committed dedicated office, conference space, and facilities for workshops as well as release time for Cal State LA personnel for the proposed program. The applicant also provides technology support for use by participants. This is appropriate support for the scope of the proposed project and helps to ensure that the project will be completed. (Page e49-e50)

The budget is adequate in its support of the proposed project. The major part of the expenses are for personnel including training stipends. Those expenditures support the key components of the proposed project including training and support of teacher residents and mentors. The budget supports 43 residents per year with stipends. That is appropriate for the scope and expectations of those individuals and ensures that the project is completed on time and within budget. (Page e51-e53 and budget narrative, Pages e185-e204)

The applicant clearly demonstrates that the resources and costs are reasonable in relationship to the goals, the design and potential significance of the proposed. The project prepares 276 residents over five years at the cost of \$27,044 of federal funds per new teacher prepared. This is the major focus of the proposed project. These efforts ensure that the project is completed within the budget. (Pages e53-e54)

9/28/23 11:33 AM

Page 4 of 9

The applicant demonstrates that the prior successes of the teacher residency programs and this proposed project lays the ground work for a sustainable program. This effort provides a pipeline toward sustainability. (Page e55)

The proposed project includes a clear demonstration of the commitment of each of the partners within the project. The public school district partners have already set in motion cultures that are conducive for the resident teachers programming. The community partners have also made a strong commitment to support the proposed project. Commitments from partners ensure that the project is completed and major goals are addressed. (Pages e55 -e57 and Letters of Support, Pages e169-e179)

Weaknesses:

The applicant does not provide a comprehensive plan that supports sustainability for the project after the end of the grant funding. Without that plan, it is difficult to determine how sustainable the project will be. (Page e55)

Reader's Score: 26

Selection Criteria - Quality of the Management Plan

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

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

- (i) **The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and**

milestones for accomplishing project tasks.

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

Strengths:

The applicant demonstrates clearly that the management plan is developed to provide support of the goals of the proposed project. The leadership team and the project management team have clearly defined responsibilities for the key components of the project. The Operations Manager is responsible for coordinating and integrating residency experiences and coursework. The support ensures completion of the project within budget and on time. (Page e57-e61)

The management plan includes clearly defined milestones, and timelines that ensure that the project is completed on time and within budget. Selection days are to be completed by December 18, 2022 and annually after that. (Pages e62-e66)

The applicant clearly demonstrates adequate procedures for ensuring feedback and continuous improvement interventions. The proposed project includes an administrative council and advisory board that is comprised of leadership, partners, and stakeholders. The advisory board reviews the timelines and milestones to ensure that improvement continues throughout the project. (Page e61-e66)

Weaknesses:

No weaknesses found.

9/28/23 11:33 AM

Page 5 of 9

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 sets as a clear priority the increase of educator diversity. The applicant is a Hispanic Serving Institution with the enrollment of over 66% Hispanic students. This proposed project includes a nationwide recruitment of recent college graduates that ensures a strong and diverse class of residents for each cohort. (Page e24-e25)

Several of the outcomes for the proposed project relate directly to teacher retention. To meet the goal, the applicant uses data collected to determine the success intervention to ensure retention over a three year period. (Pages e43 and Pages e65)

Weaknesses:

No weaknesses found.

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.

9/28/23 11:33 AM

Page 6 of 9

Strengths:

The applicant demonstrates that the proposed project is focused on providing an increase in the proportion of well-prepared, diverse, and effective educators serving underserved students. The project addresses this priority by providing training in the high-need areas of special education, STEM education, and Bilingual Education. The impact of this effort ensures that there will be an increase in more diverse and trained educators. (Page e25)

Education Deans for Justice and Equity have developed a framework for reforming Colleges of Education. Cal State LA is leading this effort for the State of California. This effort will promote the expansion of a diverse educator workforce for this project and will support the expansion to other Colleges of Education. (Page e25)

Weaknesses:

No weaknesses.

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 works with Community Based Organizations to assist candidates to develop community literacy to assist the socio-emotional development of residents. This is an effective partnership that fosters a sense of belonging and inclusion for underserved students. (Page e25 and Letters of Support)

The applicant uses RT-360 to help residents use self-identification and development of their professional dispositions. This evidence-based tool provides appropriate reflective practices that provide for the advancing of success for underserved students. (Page e29)

Weaknesses:

No weaknesses were found.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

9/28/23 11:33 AM

Page 7 of 9

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 partners in this program work in elementary, middle and high schools. (Page e25)The applicant demonstrates that the partners ensure that programming is framed by social justice, equity, and opportunity for every student in an anti-racist world. This effort helps to ensure that educators are trained to better support students in a safe environment. (Page e19)

Teacher residents and mentor teachers partner with community members to continue to give every student opportunity for success. The basis for this collaboration is to ensure that a safe learning environment for students exists. (Page e19 and Page e28)

Weaknesses:

No weaknesses found.

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 demonstrates that the work with two local community colleges helps to develop a "Grow Your Own" pathway for high schools to classrooms. This is an effective method of increasing the diversity of qualified individuals entering into the educational workforce. (Page e26 and Page e52)

Weaknesses:

No weaknesses found.

9/28/23 11:33 AM

Page 8 of 9

Reader's Score:

Status:

Last Updated:

9/28/23 11:33 AM

Page 9 of 9

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Technical Review Coversheet**Applicant:** Cal State LA University Auxiliary Services, Inc. (S336S220068)**Reader #3:** *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	24
Quality of the Project Evaluation		
1. Project Evaluation	20	16
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	3
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	94

9/28/23 11:33 AM

Page 1 of 8

Technical Review Form**Panel #7 - Panel - 7: 84.336S****Reader #3:** *****

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 demonstrates a strong rationale that proposes to integrate the evidence-based practices learned from the past ten years of the LAUTR program to redesign the teacher education pathways and continue to develop an inclusive and integrated core within our Charter College of Education (CCOE). (Page e18)
- LAUTR-CC will include three strands of teacher residency preparation: (1) secondary STEM (2) special education (3) bilingual education. Upon formal admission to the program, residents will be prepared and credentialed to teach in an urban classroom within nine months and will attain a master's degree after an additional nine months. (Page e19) These objectives, goals, and outcomes to be achieved are clear, specific, and measurable (Page e20)
- Each district expressed strong common needs—a long-term shortage of qualified teachers in special education at both the elementary and secondary school levels. Recruitment of STEM, Special Education, Bilingual Education and Special Education teachers are the focus of both LEAs. (Page e21)
- The applicant uses the most recent data available from the California Department of Education (CDE, 2022) enrollment and demographics for our two partner districts are summarized in the table show high percentages of students of color, English Learners (ELs), low-income students, and students with disabilities, well above the minimum threshold for a high-need district/school. (Page e22)
- LAUTR-CC demonstrates a goal of assuring performance feedback and periodic assessment of progress toward achieving intended outcomes for all Residents, mentors, schools, and districts. (Page e54)
- The applicant demonstrates an understanding of the criterion to build and sustain partnerships between the local school districts, schools, and community-based organizations that serves as a model for community capacity-building, and future sustainability. (Page e39)

Weaknesses:

- The demands of a rigorous applied selection process criteria may be a detriment to recruiting qualified applicants who can (1) articulate a philosophy of education grounded in equity and social justice; (2) strong content background; (3) evidence of working collaboratively; (4) service to the community; (5) grasp of data-based inquiry; (6) an assets-based

9/28/23 11:33 AM

Page 2 of 8

orientation to family and community; (7) effective communication skills; (8) completion of a Bachelor's degree with at least a 2.75 GPA; and (8) commitment to three years of teaching in LAUSD or PUSD upon certification. (Page e22) Additional steps in the process are also referenced on pages e33-34. The needs are high, but the requirements are also very high and could reduce the applicant pool significantly.

Reader's Score: 24

Selection Criteria - Quality of the Project Evaluation

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

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

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

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

Strengths:

- The applicant presents comprehensive and extensive information for each of the relevant outcomes and methods of evaluation on three tables (e46) which is objective- and performance-driven using mixed-methods, i.e., both quantitative and qualitative methods.
- WestEd will provide detailed annual summaries of the quantitative outcome measures and the applicant will participate in project management team meetings. Quarterly updates on interim evaluation findings will inform and support program decision making about design, implementation, and improvement in a variety of formats, such as oral presentations and data displays, but the details are sparse. (Pages e44-47)
- The evaluation team has an excellent reputation. WestEd and Cal State LA are both reliable and have a history of a successful partnership covering 15 years of experience implementing and evaluating two TQP grants and one School Leadership Program grant.

Weaknesses:

- Although two thirds of all residents accepted into the program will be placed in elementary schools rather than high schools, there is no accompanying rationale for the placement. (Pages e44-46)

Reader's Score: 16

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

- (i) **The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.**
- (ii) **The extent to which the budget is adequate to support the proposed project.**
- (iii) **The extent to which the costs are reasonable in relation to the objectives, design, and**

9/28/23 11:33 AM

Page 3 of 8

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:

- Cal State LA has committed to providing dedicated office and conference space for the LAUTR program and will continue to provide this space for the life of the grant. Cal State LA has also committed to provide facilities for workshops, and trainings and to contribute release time for Cal State LA personnel on the LAUTR Project Management Team, as well as for participating faculty (e49)
- The adequacy of support, including facilities, equipment, supplies, and other resources is evident and detailed. Cal State LA's MSTI (Math Science Teacher Initiative) and TRP (Teacher Recruitment Program) state grants will support recruitment of LAUTR applicants, test prep for the CBEST and CSET (California Subject Examinations for Teachers) and subject-matter tests, LAUTR-CC will receive support from Cal State LA's SIM|Lab (a learning laboratory on Cal State LA's Campus that houses the TeachLivE system for teacher training.(e50)
- The budget can support the project. The proposed project leverages external and internal resources, and describes in detail the people, activities, and materials that are not only necessary for this project, but also reasonable and sufficient expenditures that will lead to high-quality project services and successful outcomes. (e51)
- The costs are reasonable and including resident teachers and the mentor teachers, the applicant plans on over 500 leaders with the knowledge skills and dispositions to enter communities as learners who are ready to engage in

community transformation. This is a significant number of teacher leaders for a reasonable cost (under \$15,000 per leader). (e53)

- The relevance of each partner is addressed as well as how they can help with the implementation of the project. (Page e56-e57)

Weaknesses:

- The applicant did not present or refer to a multi-year financial model and accompanying plans by stakeholders to show it has the resources to operate the project beyond the length of the grant. It was unclear which stakeholders have committed to matching funds for long term. (Page e211)

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.**

9/28/23 11:33 AM

Page 4 of 8

Strengths:

- The management plan is adequate for achieving the objectives. It includes defined responsibilities, timelines and milestones for accomplishing the tasks as can be seen in the table (e62-e66). Roles are defined and each have clearly defined responsibilities.
- This initiative includes multiple partner organizations: Cal State LA, LAUSD, PUSD, East LA College, Rio Hondo College, and WestEd and each partner brings unique expertise to the initiative and has made specific commitments that will heighten the initiative's impact and effectiveness. (e57)

Weaknesses:

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:

- Cal State LA is a Hispanic Serving Institution with an enrollment of over 66% Hispanic Students which will support the need for teachers in Bilingual education. (e17 and e25)
- The Los Angeles Urban Teacher Residency program has been operating since 2009 and has trained over 175 teachers and over 80% have been students of color and/or from marginalized backgrounds (e25)

Weaknesses:

- This initiative proposes to engage graduates to look for ex-California residents who would like to return to the state to teach and help with teacher diversification (e25) but California costs of living might make this less feasible for former residents.

Reader's Score: 3

9/28/23 11:33 AM

Page 5 of 8

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:

Diversity in teacher recruitment will expand because LAUTR-CC will only work with the highest need areas in the State of California. Teacher preparation with 97% graduation rates will add employees to the current workforce. (Logic Model Appendix C, e86)

Certification preparation will strengthen the critical equity and literacy background for both the teacher and their students'. (e25)

Teacher preparation will specialize in STEM, SPED, Bilingual Education Bilingual Education (e25 and Logic Model Appendix C)

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:

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

Strengths:

- Cohort models will be used to identify and assign residents to program specific advisors which will assist in the residents' development of a sense of community (e25).
- VSorts™, a web-based platform, that uses provocative text-based vignettes and the tools of Cultural Proficiency. LAUTR-CC mentor teachers and inductees/residents will develop a user profile in VSorts™ to baseline (e.g., intake period) and evaluate (e.g., mid-point, annually) mentor teachers and inductees/residents' cultural competence in Multi-Language Speakers, Special Education and STEM, collectively and individually, throughout the life of this grant (e25)

Weaknesses:

- There was little information or timeline to provide more insight into how this priority is to be completed. The logic model is rather sparse so the information must be gathered throughout the document.

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:

- By developing School Leadership Programs as part of the mentor training program, it will provide them with the background to lead the teacher candidates to success while offering an entry path into the administrative credential program. The outcome will result in an increase of educators that will be better prepared to provide supportive and identity safe environments for students. (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.

LAUTR-CC will work with two local community colleges (East LA College and Rio Hondo College) to develop a "Grow Your Own" pathway from High Schools to Classrooms for future teachers. (e26)

Strengths:

There was little information to expand on this Grow Your Own Program.(Page e12, e26) The Grow your Own piece was distributed throughout the entire document.

Weaknesses:

Score:

Status:

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06/06/2022 06:19 PM