U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)

Technical Review Coversheet

Applicant: North Carolina Agricultural and Technical State University (U336S160024)
Reader #1:   **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Significance		
1. Significance	10	7
Quality of Project Design		
1. Project Design	35	32
Quality of the Management Plan		
1. Management Plan	30	28
Quality of the Project Evaluation		
1. Project Evaluation	25	22
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	15	15
Invitation Priority (No Additional Points)		
Enhancing Cultural Competencies		
1. Invitational Priority	0	0
Total	115	104

Technical Review Form

Panel #6 - Teacher Quality Partnership - 6: 84.336S

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

Applicant: North Carolina Agricultural and Technical State University (U336S160024)

Questions

Selection Criteria - Significance

1. **In determining the significance of the proposed project, the Secretary considers the following factors?--??**

    (i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

    (ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

    Strengths:

    (i) The application has broadly discussed how the North Carolina A & T Rural Teacher Residency Program will build local capacity. Statewide data is provided to highlight the need for STEM teacher recruitment and retention as a shortage of nearly 10,000 teachers is anticipated for the next five years. Moreover, the state is also experiencing challenges with teacher retention in public schools in high-need rural areas. The state teacher turnover is a high rate of 14.8%. In this situation, there have been more efforts towards recruitment of teachers, but without systematic preparations. The application has provided details of the high rate of poverty in the target schools and has summarized problems such as access to resources and lack of funding with low rates of student performance in core areas. The application shows how being a land-grant doctoral granting university, the applicant has the infrastructure to produce trained teachers.

    (ii) The application stipulates that although the applicant has a successful graduation rate of top value teachers, the teachers do not have the necessary content knowledge, classroom management, and cultural competencies. The traditional teacher training program is designed to teach only to general, and not special education or gifted students. The proposed project will potentially change the teacher preparation landscape in the target institution by providing a program that values sociocultural consciousness, constructivist and a culturally relevant pedagogical practice. The project seeks to develop a replicable model that can be adapted by other colleges of education to improve the academic achievement of diverse students.

    Weaknesses:

    (1) The application has not correlated the aspect of the project with specific needs of target population. While the increased number of trained teachers will address the need for teachers, other problems such as access to resources, financial support, and increased student academic progress are not discussed to demonstrate how the project will build and expand local capacity.

    (2) The application has not provided evidence to support the claim that the project will potentially alter the landscape of the teacher training program at the institution. More information about the sociocultural consciousness, constructivist view of learning and the types of pedagogical practices could have provided support to assess the magnitude of the outcomes.

Reader's Score: 7

Selection Criteria - Quality of Project Design

1. **In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of???--**

   (i) The extent to which the proposed project is supported by strong theory (as defined in this notice).

   (ii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

   (iii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for this competition. Show citation box

   Note: Applicants are encouraged to develop logic models. These logic models should include the applicant's plan to implement and evaluate the proposed project. Applicants should connect available evidence of past history of successful outcomes to their logic models. Applicants may use resources such as the Pacific Education Laboratory's Education Logic Model Application (http://relpacific.mcrel. org/resources/elm-app) to help design their logic models.

   Strengths:

   (i) The application has provided a sound logic model that summarizes the project structure in the inputs, activities, outputs and outcomes. The logic model is comprehensive as it lists all the applicant and grant resources, along with the partnerships, and with major project activities. The outputs and outcomes are clearly delineated as project effects.

   The application has provided strong research support for the various components of the project design. The conceptual framework for the project is appropriately generated from the culturally relevant pedagogy (CRP) and inquiry based learning (IBL). The application has discussed the significance and the implementation of the CRP in the context of the project. Similarly, the IBL pedagogical approach is discussed by quoting relevant research. The application has created a sound professional development framework for teacher residents and it uses the research proven models such as the Boston Teacher Residency program.

   (ii) The application has briefly discussed the collaborative partners and their roles in the project implementation. The partners include target schools, the school of education and school of arts and sciences. The collaboration is not just limited to offices but also to other similar programs such as Project Fostering Inclusive Responsive Educators (FIRE). The division of Induction support will provide valuable support to the project. The organizations involved have committed to sharing human and fiscal resources.

   (iii) The exceptional nature of the project is evident in the attempts to address the high rate of teacher attrition from high need rural areas. The project will create and implement a professional development academy, and will have instructional coaches that will provide support to participants. The application has clearly provided a list of four over-arching goals, the subsequent objectives, activities and process results. The exceptional approach of the project is in the provision of measurable and tangible outcomes that will clearly implement a quality program. Program competencies are outlined and the establishment of a professional learning community provides credence to the project exceptional nature.

   Weaknesses:

   (i) The logic model does not reflect any evaluation system that has been cited as an important aspect to make the project magnitude.

   (ii) No weaknesses noted.

   (iii) The application has not directly provided evidence of the exceptional nature of the project. While the exceptionality can be implied in the overall project design, it is not discussed in detail.

Reader's Score: 32

Selection Criteria - Quality of the Management Plan

1. **In determining the quality of the 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 extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

   Strengths:

   (i) The application has provided a thorough and well-structured management plan. The project will use the strategic coordination and management plan to achieve the goals and objectives. A detailed management plan is provided with project goals and objectives, and time bound process and outcome results. The main project staff is identified as the PIs and their roles are discussed. For instance, the PIs will ensure that the induction support and professional component of the project aligns with the strategic plans and coordinate activities to guarantee that the instructional support team provides quality training program.

   (ii) The application has stipulated a feedback system that is embedded in the project. The feedback mechanism includes use of monthly meetings with project staff and instructional coaches. The advisory board meetings cover the project partners and are used for sharing of project reports. Moreover, face-to-face meetings between various project staff such as mentors, inductors, and administrators is encouraged. The feedback includes student opinion forms, and evaluation survey feedback. The project design has created a management system that provides various levels of reporting and feedback loops.

   Weaknesses:

   (i) The application does not discuss the roles and responsibilities of other project staff beyond the PIs. The roles and responsibilities of the instruction staff and partnership projects/office staff are not discussed. The application has not clearly identified project staff responsible for various project objectives.

   (ii) No weaknesses noted.

Reader's Score: 28

Selection Criteria - Quality of the Project Evaluation

1. **In determining the quality of the evaluation, the Secretary considers???--**

   (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.

   (iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

   Strengths:

   (i) The application has discussed a comprehensive project evaluation plan that includes an external evaluation team. The evaluation plan includes a combination of qualitative and quantitative methods that will provide valid and reliable performance data. The evaluation plan is based on the logic model with five overarching questions. The evaluation plan will use valid and reliable methods of a longitudinal case study design along with a quasi-experimental method. The

evaluation plan strives for triangulation by using a mixed-methods.

(ii) The application has provided a thorough time-bound evaluation plan. Both qualitative and quantitative data sources are discussed with appropriate methods such as a quasi-experimental design, tracking of data and person responsible. Thus, the project evaluation plan is well structured based on project outcomes.

(iii) The evaluation plan discusses some methods of feedback on project evaluation. The external evaluator will work in close proximity with PIs. The evaluation data is reported to the advisory board and project staff. The assessment plan is reviewed so that it ensures the proper measures of goals and objectives.

(iii) The evaluation plan discusses some methods of feedback on project evaluation. The external evaluator will work in close proximity with PIs. The evaluation data is reported to the advisory board and project staff. The assessment plan is reviewed so that it ensures the proper measures of goals and objectives.

Weaknesses:

(i) No weaknesses noted.

(ii) The project evaluation plan discussed but does not describe how the quasi-experimental groups will be created and used for project evaluation. Details about the longitudinal case study design are not discussed. The nature and scope of the mixed-methods that will be used are also not discussed in detail. The application does not discuss collection and use of baseline data.

(iii) No weaknesses noted.

Reader's Score: **22**

Priority Questions

Competitive Preference Priority - Supporting High-Need Students

1. **Projects that are designed to improve academic outcomes for one or both of the following groups of students:**

   (a) Students who are members of federally-recognized Indian Tribes.

   (b) Students served by rural LEAs (as defined in the TQP NIA).

   Strengths:
   (a) Not addressed.

   (b) The project will work with predominantly rural high need schools. The project will offer pathways for teachers in partnership with two high-need rural educational agencies. The application has detailed four goals that seek to recruit and prepare 30 qualified teachers with matching skills for high-need partners. Moreover the project seeks to address the problem of teacher retention in high-need rural schools by using a curriculum that focusses on sociocultural consciousness, an affirming attitude towards diversity, a commitment to act as agents of change, a constructivist view of learning and culturally relevant pedagogical practices. The project will be overseen by an advisory council that will include representatives from the partnering schools. This preference priority is thus well-developed.

   Weaknesses:
   (a) Not addressed.

(b) No weaknesses noted.

Reader's Score: 15

Invitation Priority (No Additional Points) - Enhancing Cultural Competencies

1. a) Under this priority, the Department invites applicants to propose a TQP project that will provide project participants with specific coursework, experiences, and professional development to enable them to gain cultural competencies and content knowledge, and related pedagogical skills, to support the learning needs of American Indian and Alaska Native students, rural students, or both.

   (b) In responding to this invitational priority, applicants are encouraged to include the following elements in their proposed projects:

   (1) An identification of the proposed population(s) to be served in the partner high-need LEA(s), including data that document a high number or high concentration of American Indian and Alaska Native and/or rural students to be served, as well as data regarding how the project will address the unique challenges of serving the identified population(s).

   (2) A description of how the project will promote collaboration across partner institutions of higher education to ensure that TQP project participants who intend to teach American Indian and Alaska Native and/or rural students have access to coursework, experiences, and professional development that will build both cultural competency and content knowledge to teach students in the identified population(s) effectively.

   (3) A description of how the grantee will align its proposed TQP project activities with the appropriate State licensure standards and, how it will implement strategies that translate those standards into classroom practice with regard to the identified population(s).

   Strengths:
   (1), (2) and (3) Not addressed.

   Weaknesses:
   (1), (2) and (3) Not addressed.

Reader's Score: 0

Status: Submitted
Last Updated: 08/12/2016 03:06 PM

Technical Review Coversheet

Applicant: North Carolina Agricultural and Technical State University (U336S160024)
Reader #2:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	10	10
Quality of Project Design		
1. Project Design	35	35
Quality of the Management Plan		
1. Management Plan	30	30
Quality of the Project Evaluation		
1. Project Evaluation	25	25
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	15	15
Invitation Priority (No Additional Points)		
Enhancing Cultural Competencies		
1. Invitational Priority	0	
Total	115	115

Technical Review Form

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

Applicant: North Carolina Agricultural and Technical State University (U336S160024)

Questions

Selection Criteria - Significance

1. **In determining the significance of the proposed project, the Secretary considers the following factors?--??**

   (i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

   (ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

   Strengths:

   The applicant presented a comprehensive and well documented description of the teacher shortage and rationale for the implementation of project in the proposed service area. Because the applicant is an HBCU, there is great potential for the recruitment of teachers from underrepresented populations - particularly in the STEM fields - which is likely to build local capacity to positively impact the teacher and student needs in the rural high-needs LEAs. The project is based on 6 characteristics of culturally relevant teaching which will likely lead to improvements in teaching and student achievement.

   Weaknesses:

   No weaknesses noted.

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. **In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of???--**

   (i) The extent to which the proposed project is supported by strong theory (as defined in this notice).

   (ii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

   (iii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for this competition. Show citation box

   Note: Applicants are encouraged to develop logic models. These logic models should include the applicant's plan to implement and evaluate the proposed project. Applicants should connect available evidence of past history of successful outcomes to their logic models. Applicants may use resources such as the Pacific Education Laboratory's Education Logic Model Application (http://relpacific.mcrel. org/resources/elm-app) to help design their logic models.

Strengths:

The applicant presents a well-developed project design that is grounded in best practices research related to culturally relevant pedagogy, particularly in rural schools (pg. 12). In addition, the inclusion of data from an experimental study of Inquiry Based Learning (IBL) supports the applicant's premise for including this component in the design of the project.

The applicant demonstrates that there will be collaboration from partners in the design of the project and recruitment of participants via the Rural Teacher Residency Recruitment Council (pg. 16).

The Beginning Teacher Summit, Equity via Rural Cultural Competences program (pg. 25), the inclusion of 640 hours of immersion in a classroom in a rural, high–need school and the Instructional Leadership Symposium that will focus on culturally relevant pedagogy for teacher residents in high-need rural schools, represents exceptional approaches to addressing Rural students competitive preference priority. The applicant's Logic Model gives a comprehensive visual depiction of program inputs and outputs.

With regard to collaboration, PIs will work with the Advisory Board to use formative and summative assessment data from the logic model, to analyze program quality and effectiveness on a continual basis.

Weaknesses:

No weaknesses noted.

Reader's Score: 35

Selection Criteria - Quality of the Management Plan

1. **In determining the quality of the 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 extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

Strengths:

The applicant addresses each component of this criterion by presenting a plan to ensure proper and adequate management of project resources, to ensure the goals and objectives of the project are carried out on-time and within budget. The project timeline (Appendix J) includes milestones for all 5 years of project funding. The PIs have the knowledge and expertise to oversee a project of this magnitude.

Good feedback mechanisms are presented on page 42 and include Advisory Board meetings with representatives from partner institutions and organizations as well as monthly email correspondence, online discussions, and telephone conferences to ensure continuous engagement and collaboration.

The applicant's proposal also includes frequent opportunities for "face-to-face meetings that will focus on recruitment and selection processes for mentors and Teacher Residents, preparation activities during the clinical experience, induction and support services, and review of assessment data to ensure partners communicate to improve the quality of the program and revise its direction as necessary" (pg. 42).

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. **In determining the quality of the evaluation, the Secretary considers???--**

   (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.

   (iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

   Strengths:

   The applicant presents a good plan to provide data on project outcomes via a
   Longitudinal Case Study design (page 45). The Logic Model (page 38) is also tied to the evaluation in that the PIs will use "formative and summative assessment data from the logic model to analyze program quality and effectiveness on a continual basis" (page 41).

   The applicant does a very good job of clearly outlining the goals, objectives and activities to meet those goals, in the chart found on pages 16-19 of the proposal. The goals and objectives are nicely tied to the evaluation questions, which are also based on the evaluation logic model (pg. 45). The methods of the evaluation (i.e., data collection, data sources, analysis method) are clearly outlined on pages 47-50). A particular strength of the evaluation is the use of quasi- experimental design to "compare the progress of new Teachers of Record completing the Rural Teacher Residency Partnership to those comparable non-participating new Teachers of Record hired at the same time within the district" (pages 45-46). The use of Propensity Score Matching (PSM) "to match residency teachers with non-residency teachers in the same grades and subject for comparison purposes" (page 50) is appropriate for this design and will likely yield important data that can be used for continuous improvement of the project.

   Weaknesses:

   No weaknesses noted.

Reader's Score: 25

Priority Questions

Competitive Preference Priority - Supporting High-Need Students

1. **Projects that are designed to improve academic outcomes for one or both of the following groups of students:**

   (a) Students who are members of federally-recognized Indian Tribes.

   (b) Students served by rural LEAs (as defined in the TQP NIA).

Strengths:

The applicant presents a project that is grounded in theory relevant to the needs of the target population – rural, high-need LEAs. The teacher preparation activities are designed to effectively meet the needs of new teachers in rural settings and will ultimately have a positive impact on the learning needs of students in the rural LEAs.

Weaknesses:

No weaknesses required.

Reader's Score: 15

Invitation Priority (No Additional Points) - Enhancing Cultural Competencies

1. a) Under this priority, the Department invites applicants to propose a TQP project that will provide project participants with specific coursework, experiences, and professional development to enable them to gain cultural competencies and content knowledge, and related pedagogical skills, to support the learning needs of American Indian and Alaska Native students, rural students, or both.

   (b) In responding to this invitational priority, applicants are encouraged to include the following elements in their proposed projects:

   (1) An identification of the proposed population(s) to be served in the partner high-need LEA(s), including data that document a high number or high concentration of American Indian and Alaska Native and/or rural students to be served, as well as data regarding how the project will address the unique challenges of serving the identified population(s).

   (2) A description of how the project will promote collaboration across partner institutions of higher education to ensure that TQP project participants who intend to teach American Indian and Alaska Native and/or rural students have access to coursework, experiences, and professional development that will build both cultural competency and content knowledge to teach students in the identified population(s) effectively.

   (3) A description of how the grantee will align its proposed TQP project activities with the appropriate State licensure standards and, how it will implement strategies that translate those standards into classroom practice with regard to the identified population(s).

   Strengths:

   Weaknesses:

Reader's Score:

Status: Submitted
Last Updated: 08/12/2016 01:17 PM

Technical Review Coversheet

Applicant: North Carolina Agricultural and Technical State University (U336S160024)
Reader #3:   **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Significance		
1. Significance	10	9
Quality of Project Design		
1. Project Design	35	32
Quality of the Management Plan		
1. Management Plan	30	26
Quality of the Project Evaluation		
1. Project Evaluation	25	21
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	15	15
Invitation Priority (No Additional Points)		
Enhancing Cultural Competencies		
1. Invitational Priority	0	0
Total	115	103

Technical Review Form

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

Applicant: North Carolina Agricultural and Technical State University (U336S160024)

Questions

Selection Criteria - Significance

1. **In determining the significance of the proposed project, the Secretary considers the following factors?--??**

    (i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

    (ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

    Strengths:

    North Carolina Agricultural and Technical State University (NC) project's main strengths in terms of its likelihood to build local capacity to provide, improve, or expand services that address the needs of the target population, are as follows:
    -        The needs are particularly challenging because of the difference in demographics of students and teachers (pages 1-8).
    -        Based on research from Santamaria and others, the NC project requires that Teacher Residents become culturally competent (page 9).
    -        The Percentage of Student Proficiency by Group on North Carolina End Of Grade (Tables 4-5) show the gaps between groups (page 7).
    -        The program is based on the six characteristics of culturally relevant teaching (pages 9-10).

    Weaknesses:

    Despite the great needs in the area served by the NC A & T project, the project only enrolls 30 Teacher Residents (TRs), limiting the capacity to expand services

Reader's Score: 9

Selection Criteria - Quality of Project Design

1. **In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of???--**

    (i) The extent to which the proposed project is supported by strong theory (as defined in this notice).

    (ii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

    (iii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for this competition. Show citation box

    Note: Applicants are encouraged to develop logic models. These logic models should include the

applicant's plan to implement and evaluate the proposed project. Applicants should connect available evidence of past history of successful outcomes to their logic models. Applicants may use resources such as the Pacific Education Laboratory's Education Logic Model Application (http://relpacific.mcrel. org/resources/elm-app) to help design their logic models.

Strengths:

The proposed project is supported by strong theory in that:
- Several studies cited show that all teacher education candidates must become culturally competent (pages 9-10).
- TRs will complete coursework in theories of learning (page 23).

The proposed project involves the collaboration of appropriate partners for maximizing the effectiveness of project services as follows:
- The partners are from Randolph County Schools, Stokes County Schools, the School of Education, and the College of Arts and Sciences, and other NC A&T divisions (pages 1, 32).
- The program partners developed the goals and objectives (pages 15-19).
- The TR selection process is administered collectively by representatives from the partner institutions (page 21).
- The Educator Effectiveness Division of the North Carolina Department of Public Instruction will partner on a Beginning Teacher Summit (page 32).

The proposed project represents an exceptional approach to the priority of students served by rural LEAs by:
- Several studies cited show that all teacher education candidates must become culturally competent (pages 9-10).
- Content for Equity via Rural Cultural Competence will be grounded in the five culturally responsive pedagogical themes (Brown-Jeffy and Cooper, 2011) (pages 25-26).
- The Evaluation Logic Model lists inputs, activities, outputs, and outcomes (page 39).

Weaknesses:

The Theories of learning coursework was not defined as part of the project.

Reader's Score: 32

Selection Criteria - Quality of the Management Plan

1. In determining the quality of the 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 extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

Strengths:

The management plan provides information showing that the objectives of the proposed project can be achieved on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks:
- A project staff member will provide daily oversight and management of operations (page 35).

- The project will align directly with the 21st Century North Carolina Professional Teaching Standards, graduate school requirements for a Master of Arts in Teaching degree at NC A&T, and other standards (pages 40-41).
- The timeline in Appendix J lists dates and activities (Appendix J).
- The responsibility of Master Teachers is to model best practice, supervision, and other (page 25).
- Instructional coaches from the Professional Development Academy will work with mentors (page 30).
- Table 12 lists the learning outcomes and assessment responsibilities (page 29).
- The qualifications of personnel are listed (page 40).
- PIs are accountable for program alignment to professional teaching standards, compliance with accreditation requirements, and other collaborations (page 42).

Performance feedback and continuous improvement are integral to the design of the project as follows:
- Table 12 lists the learning outcomes and assessment responsibilities, including feedback (page 29).
- Using assessment data from the outputs of the logic model, PIs and the Advisory Board will analyze program quality and effectiveness on a continual basis, including the academic progress of TRs (pages 42-43).
- The external evaluator provides ongoing data collection and assessment measures (page 42).

Weaknesses:

Some of the costs seem excessive for 30 TRs. Especially, participants in Teacher Leadership Academy (TLA) certificate program will be provided funds, $1,164,828, for the cost of tuition, when it does not directly relate to the TRs.

Reader's Score: 26

Selection Criteria - Quality of the Project Evaluation

1. **In determining the quality of the evaluation, the Secretary considers???--**

   (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.

   (iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

   Strengths:

   In terms of the quality of evaluation, the following strengths can be highlighted:
   - The external evaluators provide formative and summative evaluations utilizing objective performance measures to triangulate data (page 44).
   - Using assessment data from the outputs of the logic model, PIs and the Advisory Board will analyze program quality and effectiveness on a continual basis, including the academic progress of TRs (pages 42-43).
   - The external evaluator provides ongoing data collection and assessment measures (page 42).

   Weaknesses:

   Although one of the focus questions is the TRs impact on students' achievement, there is no baseline or comparison data rubric, which will present a challenge in providing valid and reliable performance data on relevant outcomes (page 45).

Reader's Score: 21

Priority Questions

Competitive Preference Priority - Supporting High-Need Students

1. **Projects that are designed to improve academic outcomes for one or both of the following groups of students:**

   (a) Students who are members of federally-recognized Indian Tribes.

   (b) Students served by rural LEAs (as defined in the TQP NIA).

   Strengths:

   Stokes and Randolph County Schools are identified as "Rural-Fringe" districts (page 5).

   The schools range in size from 450 to 800 students, and all seven schools have 89% or more of children who receive free and reduced lunch.

   211,923 children were served during 2015-16 school year and 56.6 % are from low income families.

   Weaknesses:

   NA

Reader's Score: 15

Invitation Priority (No Additional Points) - Enhancing Cultural Competencies

1. **a) Under this priority, the Department invites applicants to propose a TQP project that will provide project participants with specific coursework, experiences, and professional development to enable them to gain cultural competencies and content knowledge, and related pedagogical skills, to support the learning needs of American Indian and Alaska Native students, rural students, or both.**

   (b) In responding to this invitational priority, applicants are encouraged to include the following elements in their proposed projects:

   (1) An identification of the proposed population(s) to be served in the partner high-need LEA(s), including data that document a high number or high concentration of American Indian and Alaska Native and/or rural students to be served, as well as data regarding how the project will address the unique challenges of serving the identified population(s).

   (2) A description of how the project will promote collaboration across partner institutions of higher education to ensure that TQP project participants who intend to teach American Indian and Alaska Native and/or rural students have access to coursework, experiences, and professional development that will build both cultural competency and content knowledge to teach students in the identified population(s) effectively.

   (3) A description of how the grantee will align its proposed TQP project activities with the appropriate State licensure standards and, how it will implement strategies that translate those standards into classroom practice with regard to the identified population(s).

Strengths:

NA

Weaknesses:

NA

Reader's Score: **0**

Status: Submitted
Last Updated: 08/12/2016 03:59 PM