

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

Status: Submitted

Last Updated: 08/02/2018 01:21 PM

Technical Review Coversheet

Applicant: Three Rivers Education Foundation (U336S180013)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Services		
1. Project Services	15	14
Quality of Project Design		
1. Project Design	40	40
Quality of the Management Plan		
1. Management Plan	25	23
Quality of the Project Evaluation		
1. Project Evaluation	20	17
Sub Total	100	94
Priority Questions		
Competitive Preference Priority		
Promoting STEM ED w/a focus on Computer Science		
1. CPP 1	3	3
Promoting Effective Instr. in Classrooms & Schools		
1. CPP 2	3	2
Novice Applicant		
1. CPP 3	2	0
Sub Total	8	5
Total	108	99

Technical Review Form

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

Reader #1: *****

Applicant: Three Rivers Education Foundation (U336S180013)

Questions

Selection Criteria - Quality of Project Services

1. In determining the quality of project services of the proposed project, the Secretary considers the following factors:

(i) 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.

(ii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

(iii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Strengths:

- The proposal clearly demonstrates the collaboration of the Three Rivers Foundation, the Eastern New Mexico University Department of Education, and the six school districts from New Mexico (e24, e33). The collaboration is evident in both the design, proposed leadership structure (e30), as well as the continuous feedback model that exists for input from all organizations. For example, the partners have co-designed the model to leverage faculty expertise in partnership with district teacher mentors to create a coherent experience for teacher residents (e24). This is a strength of the proposal as it leverages the expertise from both researchers and practitioners to inform the development and implementation.
- As Eastern New Mexico University is an existing state-approved teacher preparation program, the teacher residents will be on a pathway that leads to state education licensure, which was a strength of the proposal.
- The proposal includes letters of support from each of the partnership entities that outline their specific commitment to the partnership, demonstrating that each partner is clear regarding their role within the proposed project (e154-e161).
- The proposal clearly outlines the relevant research and effective practices that have informed the design of the 3RIVTQP (e37-e39). For example, the proposal cites key data from ASCD and the Eisenhower project to outline three core features of professional learning: content focus, active learning, and coherence. These project elements informed the project design such as mentor teachers providing ongoing learning specific to subject area content and participant reflection experiences through the course of the program. Additionally, the proposal includes a logic model that aligns the research to the action plan (e125). This is noted as a strength of the proposal, as it clearly links the research base to the proposal development and provides a foundation for success.
- The proposed 60/40 ratio of time in class compared to time in graduate coursework is appropriate, as it places an emphasis on the time in the classroom to prepare the teacher residents (e40). This paired with the coaching and small group professional development was noted as a strength of the proposal for the comprehensive approach.

Weaknesses:

- It is unclear how the three proposed coaches (e31) will be assigned across the six district partners. Recognizing that each of the districts will have different challenges and opportunities to be addressed with the new teachers, it is not clear how the three coaches will have the capacity to address these diverse needs to effectively support the teacher residents.

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 demonstrates a rationale (as defined in 34 CFR 77.1(c)).

(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 designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

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

Strengths:

- The proposal presents a comprehensive literature review of the relevant research that supports the design of 3RIVTQP (e42-e45). The research is translated into a comprehensive logic model that demonstrates a clear rationale for the project (e125). The logic model clearly presents goals that are aligned to the needs of the New Mexico LEAs, measurable objectives, and clear outcomes that are linked to both teacher retention and student learning outcomes. For example, the proposal seeks to retain and support teacher participants during the two-year induction program, and will measure the effectiveness of the support through student outcome data from statewide assessments. This demonstrates how the rationale translates the needs of the community into action steps for the program that will be accountable in the evaluation, which is a noted strength of the proposal.

- The proposal clearly outlines three primary goals, each with aligned objectives and performance measures (e48-e51). The goals presented are specific and measurable, and align the outcomes of the 3RIVTQP residency program to meet the articulated community needs for the New Mexico partners. For example, the proposal articulates that the third goals associated with retaining and supporting teachers through the two-year induction process will be evaluated through five performance measures that include measuring student outcomes through a matched comparison. The proposal details the use of the SBA, PARCC, and NWEA assessments, and then defines targets that 70% of the participants' students' scores will be equal or exceed those of the comparison group. This exemplifies the level of detail associated with the measurement tools and outcome targets, which is a noted strength of the proposal.

- The proposal clearly presents the need for an effective teacher preparation program through the inclusion of data points including current district proficiency rates, declining enrollment in teacher education programs, and economic factors for the region (e46-e48). The multiple data points present a compelling case and is a demonstrated strength of the proposal.

- The proposal is designed to build capacity and yield results in regards to the future teacher residency program opportunities at Eastern New Mexico University. Furthermore, the project is committed to dissemination of the project processes and findings to other institutes of higher education, as well as to the New Mexico Department of Education to broaden impacts beyond those participating in the federal grant program (e61). These elements support sustainability beyond the grant period of Federal financial assistance.

- The proposal articulates a multi-pronged justification for why the project represents an exceptional approach to the priority (e53-e55). The need for the New Mexico school districts being served in the proposed project was noted as a strength in regards to this justification. For example, there is currently no other IHE in New Mexico that is offering the teacher residency model. This demonstrates that the project will serve as an exemplar for the region to inform opportunities for replication.

Weaknesses:

- No weaknesses noted.

Reader's Score: 40

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 potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding;

(iii) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

Strengths:

- The proposal clearly presents a management plan that addresses activities, benchmarks, timeline, and responsibility related to each of the proposed goals and objectives (e55-e59). The actions align with the objectives and are within a reasonable timeframe. For example, the management plan states that the program will develop an online application and goes on to state that it will be completed by November 2018 and is the responsibility of the executive coordinator and staff. This level of detail creates a strong foundation and path for the execution of the project toward the intended goals and is noted as a strength.
- The organizational chart was noted as a strength of the proposal, specifically the inclusion of principals in the communication chart. They are a key population for the success of the program to support the teacher mentors and residents in their daily work.
- The proposal notes that relationships and communication about teacher preparation will continue beyond the grant period (e60-e61). For example, in working with Eastern New Mexico University, the LEAs recognize the importance of a strong mentoring and induction processes as a result of hiring better-prepared residents, and they are committed to ongoing use of the enhanced induction process resulting from the project. The establishment of these communication channels and strategies from planning are viable approaches to ensuring project outcomes are accomplished.
- The Three Rivers Education Foundation has a demonstrated record of accomplishment with previous grant implementation and evaluation (e61). The foundation outlines personnel and capacities that are adequate to support the proposed project.

Weaknesses:

- It is unclear how the teacher residency program would continue beyond the grant period. Although the proposal claims that the 3RIVTQP has the opportunity to inform other IHEs and LEAs across the state (e61), it was not clear how the dissemination of information or allocation of resources to support the model would occur.

Reader's Score: 23

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.

Strengths:

- The proposal presents an evaluation plan that meets the What Works Clearinghouse Design Standards with Reservation (e62). The design includes both qualitative and quantitative data, and seeks to evaluate both the teacher residency design as well as impact on student learning. This comprehensive approach was noted as a strength to the proposal.
- The proposal leverages an external evaluator to also complete progress monitoring as well as performance feedback (e63). These additional evaluations will benefit the execution of the teacher residency program, as well as providing feedback to improve teacher resident instruction.
- The proposal presents a comprehensive table that outlines the measures and timeline associated with each of the five key research questions. The table clearly demonstrates how multiple data sets will be used for analysis (e65-e68).

Weaknesses:

- The proposal does not clearly describe the methodology for establishing the matching groups that will be used for evaluation in the quasi-experimental matched study. This methodology is key to the study, and warrants additional details to establish if the process is rigorous to inform possible outcomes. Additionally, the proposal lacked information about the sample sizes that would be used in the evaluation process, as well as the effect size that was being used as a benchmark for success.

Reader's Score: 17

Priority Questions**Competitive Preference Priority - Promoting STEM ED w/a focus on Computer Science**

- 1. Projects designed to improve student achievement or other educational outcomes in one or more of the following areas: science, technology, engineering, math, or computer science. These projects must address the following priority area:**

Increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including computer science, through recruitment, evidence-based (as defined in 34 CFR 77.1) professional development strategies for current STEM educators, or evidence-based retraining strategies for current educators seeking to transition from other subjects to STEM fields.

NOTE:

How does an applicant demonstrate that its proposed strategy for professional development and retention strategy for current STEM educators is evidence-based?

- 1. Submitting a citation of a study that is (1) focused on a STEM-focused professional development or retraining strategies, (2) relevant to the proposed project, and meets at least the design standards set forth in the "Promising Evidence" definition; OR**
- 2. Submitting a "Logic Model" that (1) identifies the STEM professional development or retraining strategy of the project and (2) is informed by research or evaluation findings that suggest the project component is likely to improve "Relevant Outcomes."**

Strengths:

- The proposal seeks to recruit and train teachers in secondary STEM fields to support the needs of the six district partners from New Mexico (e26).
- The proposal outlines several research documents, including AAAS Project 2061, to be the focus of professional learning opportunities for teacher residents (e26-e27).
- The professional learning will also include opportunities to learn Scratch, a computer science language from MIT that will introduce educators to coding during their time with the residency program (e27).

Weaknesses:

- No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Promoting Effective Instr. in Classrooms & Schools

- 1. Projects that are designed to support the recruitment or retention of educators who are effective and increase diversity (including, but not limited to, racial and ethnic diversity).**

Strengths:

- The proposal includes mentor teachers and coaches to support teacher residents in their development of effective instruction (e28).
- The proposal states that they will target diversity in applicants in teacher residency applicants (e35).

Weaknesses:

- Although the proposal references intent to target diversity in applicants (e35), it was not clear how success would be determined related to recruitment efforts and targets. The proposal is not specific when describing actions and goals related to increasing diversity in the teacher resident participants.

Reader's Score: 2

Competitive Preference Priority - Novice Applicant

- 1. Projects submitted by applicants that meet the definition of novice applicant at the time they submit their application.**

NOTE:

The lead applicant must meet all three requirements to earn CPP 3 points:

- 1. Has never received a grant or sub-grant under the TQP program; and**
- 2. Has never been a member of a group application (i.e. in a TQP eligible partnership); and**
- 3. Has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the program.**

Strengths:

N/A for this application

Weaknesses:

N/A for this application

Reader's Score: 0

Status: Submitted

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Technical Review Coversheet

Applicant: Three Rivers Education Foundation (U336S180013)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Services		
1. Project Services	15	15
Quality of Project Design		
1. Project Design	40	40
Quality of the Management Plan		
1. Management Plan	25	23
Quality of the Project Evaluation		
1. Project Evaluation	20	16
Sub Total	100	94
Priority Questions		
Competitive Preference Priority		
Promoting STEM ED w/a focus on Computer Science		
1. CPP 1	3	3
Promoting Effective Instr. in Classrooms & Schools		
1. CPP 2	3	2
Novice Applicant		
1. CPP 3	2	0
Sub Total	8	5
Total	108	99

Technical Review Form

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

Reader #2: *****

Applicant: Three Rivers Education Foundation (U336S180013)

Questions

Selection Criteria - Quality of Project Services

1. In determining the quality of project services of the proposed project, the Secretary considers the following factors:

(i) 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.

(ii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

(iii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Strengths:

(i) The criterion is clearly addressed in the proposed project. The collaboration is evident and involves appropriate partners focused on maximizing the project's effectiveness and high-quality services. The plans to include partners in all phases of the project are evident including reviewing data, recommending changes and modifications for the teacher preparation and induction program, and other initiatives that support and enhance the teacher residents' program. There is a Professional Development Schools (PDS) model that will help in developing, designing and implementing improvements to the teacher preparation program, analyzing student data, and modifying the program as needed (e30). Each of the partners and their roles are described in detail which includes their areas of responsibility for the project outcomes. As an example, the 3RIVTQP Staff Roles and Core Actions include the management of the project, facilitating the collaboration among the partners, and a number of other responsibilities. The applicant successfully describes findings from a needs assessment which clearly identified several high priority areas including the need for increased partner collaborations and recruitment of highly qualified individuals (e34). There are letters of support included from the organizations in the proposal that describe their commitment to the project.

(ii) The research provided in the narrative documented strategies and approaches for an effective induction program, content knowledge, PD, coaching, and other areas. Each focus area included solid references to research and how the evidence will be used in the project. As an example, an effective induction program should address three purposes - orientation, improvement of instruction, and changing the norms, which is what is proposed by the applicant (e39). Similar descriptions were provided for other research-based areas and project strategies as further evidence.

(iii) The applicant provided solid details on the quality, intensity and duration of the professional development program. Specifically, the plan included various topics that will be discussed such as reading, math, and science instructional strategies; special education regulations and IEP protocols and processes and other topics identified in the needs assessment (e41). The induction program included extensive details and the topics related to the PD will use PD360, which is a professional development learning platform that offers over 2500 on-demand, research-based video instructional sessions covering 125 topics, to target specific needs of the resident teachers.

Weaknesses:

No weaknesses noted.

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 demonstrates a rationale (as defined in 34 CFR 77.1(c)).

(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 designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

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

Strengths:

(i) The applicant provided a solid rationale through the logic model presented including goals, objectives, strategies, actions, and outputs that are aligned with the needs identified. This is a comprehensive design that explains all of the elements and areas that will be impacted by the project. The goals and objectives described are achievable based on the strategies described in the logic model (e25). For each of the design components such as the residency program, appropriate and effective research was presented. As an example, the proposed increase in the number of hours for PD will increase the knowledge and skills of teachers, which can have a positive impact on student achievement (e42).

(ii) The applicant successfully describes three major established, measurable, and appropriate goals including a list of objectives for each one. One of the goals is to retain and support participating teachers during a two-year induction program. An objective for this goal is to provide two years of research-based mentor and induction support for novice teachers. After each objective, the applicant included performance measures such as 100% of novice teachers will participate in PD events and coaching, as measured by completion of a collaborative assessment log focused on New Mexico teaching competencies. All of the items have performance measures which are specific and measurable (e48-51).

(iii) Sustainability of the project services and systems after Federal funding cycle are clearly described by the applicant. Feedback from the resident teachers will be used to revise courses and programs for teacher certification in order to promote and improve the preparation of beginning teachers. New teacher induction programs will improve academic achievement of students. Additionally, the use of a strong mentoring, coaching and induction program will improve teachers' development. (e53)

(iv) The applicant identified seven exceptional and unique components of the project. These include teacher residencies, use of effective and experienced mentor teachers, a 12-month immersion program, and other efforts that support this project. It is not the standard practice for an IHE to offer year-long resident teacher programs and provide support to retain teachers in the classrooms as proposed by the applicant (e53). These components are based on research and provide solid support for preparing teachers to enter the classroom (e55-56).

Weaknesses:

No weaknesses noted.

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 potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding;

(iii) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

Strengths:

(i) The applicant provided in a chart, a strong and precise plan for the activities, benchmarks, timeline, and person (s) responsible for the management plan. Each goal has a list of activities that describe what it will take to accomplish the objectives. The organizational chart presented details on the structure and reporting responsibilities of all staff and stakeholders involved, which further lends to the viability and achievement of the project. The Three Rivers Education Foundation, Inc. staff has extensive experience in providing project leadership and management and implementing professional development activities to support the efforts of the project (e28).

(ii) Sustainability of the project services and implementation of a residency system after Federal funding cycle is presented and briefly addressed by the applicant. The applicant described the changes and possible guidelines that may be impacted by the project. The findings from the project will be presented to the Commission on Higher Education (CHE) to determine if changes can be implemented to impact teacher practices and experiences.

(iii) Detailed evidence is provided when describing the resources from the Three Rivers Education Foundation, Inc. (TREF) to support the project and provide services such as fiscal management, resources and facilities to implement the project. For example, TREF has a 15-year history of supporting teacher professional development, core services, and other management responsibilities (e26).

Weaknesses:

(i) No weaknesses noted.

(ii) The applicant did not provide sufficient details on how the project will be continued at the end of the funding cycle. The issue of incorporating the activities and describing the benefits were not discussed in detail. The process for continuing the project after the Federal funding was not clearly described in the narrative to ensure there is a plan in place.

(iii) No weaknesses noted.

Reader's Score: 23

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.

Strengths:

(i) There will be a qualified and highly experienced external evaluation team to determine the progress towards meeting and achieving the objectives and outcomes through the use of formative and summative assessment. This will aid the evaluation team in providing information regarding achievement of project goals and objectives. There will be process measures and proximal and distal impact measures (e62). Additionally, important and comprehensive research

questions and program objectives that the evaluation team identified for evaluation are also provided and align with the program outcomes. The data that will be collected and analyzed is described in detail and will be used to determine the changes/modifications needed in the program.

(ii) Several critical questions such as the process for including qualified participants, quality of coursework, the induction program, and whether it increased the retention rate of teachers will be used as the framework for evaluating the project and will ensure the project goals and objectives are met. The quantitative and qualitative collection of data will enhance the timely and effective feedback on student progress. Feedback on findings is evident as analysis of data and reports will be provided to staff, partners, and other stakeholders (65-68).

Weaknesses:

No weaknesses noted.

(ii) The applicant did not describe the selection process of the sample size to be used during the evaluation process. There was also no description on whether there will be a comparison group used to evaluate the project.

Reader's Score: 16

Priority Questions

Competitive Preference Priority - Promoting STEM ED w/a focus on Computer Science

1. **Projects designed to improve student achievement or other educational outcomes in one or more of the following areas: science, technology, engineering, math, or computer science. These projects must address the following priority area:**

Increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including computer science, through recruitment, evidence-based (as defined in 34 CFR 77.1) professional development strategies for current STEM educators, or evidence-based retraining strategies for current educators seeking to transition from other subjects to STEM fields.

NOTE:

How does an applicant demonstrate that its proposed strategy for professional development and retention strategy for current STEM educators is evidence-based?

1. **Submitting a citation of a study that is (1) focused on a STEM-focused professional development or retraining strategies, (2) relevant to the proposed project, and meets at least the design standards set forth in the "Promising Evidence" definition; OR**
2. **Submitting a "Logic Model" that (1) identifies the STEM professional development or retraining strategy of the project and (2) is informed by research or evaluation findings that suggest the project component is likely to improve "Relevant Outcomes."**

Strengths:

The applicant indicated that teachers will be provided with PD on scientific literacy and mathematical number sense to support STEM content. The Science Benchmarks will also be addressed. A number of different PD programs will be provided to strengthen the knowledge base and instructional strategies to make a positive impact on student achievement in the STEM areas. (e27) The PD will be aligned with the Common Core and will use established and proven strategies from What Works.

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Promoting Effective Instr. in Classrooms & Schools

1. **Projects that are designed to support the recruitment or retention of educators who are effective and increase diversity (including, but not limited to, racial and ethnic diversity).**

Strengths:

The applicant described in detail the components of effective instruction that include, but are not limited to, effective and well-prepared teacher mentors and coaches who engage residents in structured conversations on reflection, problem resolving, and planning, and delivery of appropriate, student-focused instruction; focused PD and others (e28). Data will be used to analyze student areas of strength and weakness and help the teacher residents become more proficient in implementing effective instructional strategies to promote student achievement.

Weaknesses:

The applicant did not describe how the diversity of staff will be increased and reflect the community participating in the grant. There is no clear plan described to ensure that a diverse pool of teachers will be recruited and retained to complete the project.

Reader's Score: 2

Competitive Preference Priority - Novice Applicant

1. **Projects submitted by applicants that meet the definition of novice applicant at the time they submit their application.**

NOTE:

The lead applicant must meet all three requirements to earn CPP 3 points:

1. **Has never received a grant or sub-grant under the TQP program; and**
2. **Has never been a member of a group application (i.e. in a TQP eligible partnership); and**
3. **Has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the program.**

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

Status: Submitted

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Technical Review Coversheet

Applicant: Three Rivers Education Foundation (U336S180013)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Services		
1. Project Services	15	15
Quality of Project Design		
1. Project Design	40	40
Quality of the Management Plan		
1. Management Plan	25	23
Quality of the Project Evaluation		
1. Project Evaluation	20	15
Sub Total	100	93
Priority Questions		
Competitive Preference Priority		
Promoting STEM ED w/a focus on Computer Science		
1. CPP 1	3	3
Promoting Effective Instr. in Classrooms & Schools		
1. CPP 2	3	2
Novice Applicant		
1. CPP 3	2	0
Sub Total	8	5
Total	108	98

Technical Review Form

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

Reader #3: *****

Applicant: Three Rivers Education Foundation (U336S180013)

Questions

Selection Criteria - Quality of Project Services

1. In determining the quality of project services of the proposed project, the Secretary considers the following factors:

(i) 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.

(ii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

(iii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Strengths:

(i) The proposed collaboration between Three Rivers Education Foundation, Eastern New Mexico University, and six partner LEAs represents a sound approach to maximizing the effectiveness of project services. Each collaborator has identified roles and responsibilities in ensuring the project's success and it is clear what services each partner will provide. For example (and among other roles), the LEAs will assist with recruitment, placement, selecting and assigning mentors, and providing facilities for training, ENMU will provide coursework and faculty content oversight, and Three Rivers Education Foundation will provide professional development, coaching, and support. The assignment of roles and responsibilities maximizes the strengths of each partner. Letters of support included further summarized the commitment each collaborator is making toward the project services (e29, e33 & Appendix I, e151).

(ii) The proposal documented alignment to research that has shown three core features of effective practice (i.e., content focus, active learning, and coherence). The needs assessment identified six areas of needed improvement that are aligned to these three core features, including the need to improve the quality of novice teachers through residencies and expanded access to quality professional development. The services that will be provided (including ongoing, sustained collaboration within professional learning communities (PLCs), coaches, and events that focus on content knowledge and engage residents in reflection and application of content) are designed to address the identified needs with research-based strategies. For example, the induction program is informed by research on effective induction programs as well as previous collaborations with researchers whose expertise relates to induction programs (e34, e38-e39).

(iii) All residents will participate in an intensive program of substantial duration, as evidenced by the requirement to spend over half of each day in classrooms with their mentor teacher learning how to become effective instructors. The level of duration and intensity is further evidenced as teachers must also attend monthly professional development from the staff coaches, experts from qualifying LEAs, and ENMU SPED and STEM content area faculty. Further, after completing their residency, they will undergo a sustained, intensive induction program, which will include access to PLCs and a professional development learning platform with video examples covering 125 topics (e41). The project services have been designed to support the long-term development and support of the teacher candidates.

Weaknesses:

No weaknesses noted.

Reader's Score: 15

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 demonstrates a rationale (as defined in 34 CFR 77.1(c)).

(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 designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

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

Strengths:

(i) A clear rationale is described in detail in the narrative as evidenced by the logic model which clearly outlines the activities, outputs, and goals which are designed to address the identified needs. For example, the identified LEAs are documented as high-need LEAs, which clearly indicates that there is a need for strategies to address teacher shortages. The goal is to increase diversity in the teaching population to reflect the diverse student population (e19 & Appendix D).

(ii) There are three project goals and eight objectives that are clearly specified including measurable outcomes. The logic model provides a coherent summary of the specific goals, objectives, strategies, and actions that will be completed to result in the project outputs. For example, Goal #3 is to retain and support participant teachers with multiple objectives, including the provision of two years of research-based mentor and induction support, accomplished with intensive professional development and coaching, which will then improve teacher retention rates (e125).

(iii) Through the addition of 45 teacher residents, across six partner LEAs, the project is building a cadre of LEAs with experience in research-based residency and induction programs (e26). This cadre will experience a comprehensive system of mentoring and coaching during their residency and induction periods, which will serve as a model for supporting future residents at the LEA level. Reforming the teacher preparation coursework will benefit residents as well as all preservice teachers (e52). Eastern New Mexico University has committed to making changes to their existing teacher education preparation programs through this partnership (e154).

(iv) The use of the WWC as a source for effective instructional practices and other innovative strategies to transform instruction (e.g., Scratch) contribute to this project's exceptional approach to meeting the priorities for this competition (e27). The plans to have residents work with three–four students twice a week to practice is a logical approach to reinforce their skills, analyze their instructional efficacy, and prepare them to transfer their skills to the classroom setting (e44).

Weaknesses:

No weaknesses noted.

Reader's Score: 40

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 potential for the incorporation of project purposes, activities, or benefits into the ongoing program

of the agency or organization at the end of Federal funding;

(iii) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

Strengths:

(i) The management plan is comprehensive and describes in detail the project objectives, measures, tasks, responsible staff, and the time frame in specific terms. It is clear how the activities and benchmarks are related to each objective, and how each objective is related to its specific goal. For example, there are specific activities and benchmarks identified to accomplish the recruitment of the 45 participants, which is aligned to the goal of providing a residency program for 45 future teachers. The timeline is specified in months, providing greater detail and assurance that the management plan can be followed (e56).

(ii) The commitment of all partners is indicative of the support for this project and will translate into continued support beyond Federal financial assistance (e37). The improvements that are being made will be incorporated into the way of work for future residents including comprehensive mentoring and coaching and changes to the teacher preparation coursework (e71).

(iii) Three Rivers Foundation is providing the necessary resources to ensure that the project is fully supported. Three Rivers Foundation serves as the lead applicant and fiscal agent (e38).

Weaknesses:

(ii) Although changes will be incorporated if the approach proves successful, there is no deliberate mechanism to ensure that the program continues at the end of Federal funding. The specified approach is to communicate the results to inform potential policy changes but policy changes are not assured to occur or be implemented in the future (e61).

Reader's Score: 23

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.

Strengths:

(i) The evaluation plan is focused on research questions that are clearly presented and aligned to the project's goals and objectives (e65), representing a coherent approach to assessing the formative and summative progress of the project. For each question, data sources and analysis methods are listed in addition to the responsible individuals. Process measures are used to evaluate program fidelity and inform continuous improvement, while impact analyses are accomplished through quasi-experimental methods with proximal and distal student outcomes (e62). The evaluation methods reflect an appropriate use of qualitative and quantitative research methods aligned to the project's goals and objectives and logic model.

(ii) Analyses will follow WWC guidelines (e62) for QED analyses to ensure the study design provides a moderate level of evidence of effectiveness. The methods are generally described and will result in evaluative information to assess yearly performance (e69).

Weaknesses:

(ii) Details on the matching criteria for establishing comparison groups are not provided, as well as specific information on which WWC guidelines will be met and how and whether the project will follow the newly released 4.0 standards. Expected effect sizes and required sample sizes are not provided.

Reader's Score: 15

Priority Questions**Competitive Preference Priority - Promoting STEM ED w/a focus on Computer Science**

1. **Projects designed to improve student achievement or other educational outcomes in one or more of the following areas: science, technology, engineering, math, or computer science. These projects must address the following priority area:**

Increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including computer science, through recruitment, evidence-based (as defined in 34 CFR 77.1) professional development strategies for current STEM educators, or evidence-based retraining strategies for current educators seeking to transition from other subjects to STEM fields.

NOTE:

How does an applicant demonstrate that its proposed strategy for professional development and retention strategy for current STEM educators is evidence-based?

1. **Submitting a citation of a study that is (1) focused on a STEM-focused professional development or retraining strategies, (2) relevant to the proposed project, and meets at least the design standards set forth in the "Promising Evidence" definition; OR**
2. **Submitting a "Logic Model" that (1) identifies the STEM professional development or retraining strategy of the project and (2) is informed by research or evaluation findings that suggest the project component is likely to improve "Relevant Outcomes."**

Strengths:

This project addresses this priority area by focusing on addressing the critical shortage of teachers in high need schools in the STEM and computer science areas. A primary goal of the project is to serve 45 residents in special education and secondary STEM (e19). The focus begins with the recruitment of residents who will commit to completing a master's degree in either a special education or secondary STEM program (e44). Residents choosing a secondary STEM program will complete courses that integrate STEM and computer science (e125) while also completing their residency requirement. The project meets this competitive preference priority by clearly stating how the numbers of teachers prepared to deliver effective STEM instruction will be increased.

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Promoting Effective Instr. in Classrooms & Schools

1. **Projects that are designed to support the recruitment or retention of educators who are effective and increase diversity (including, but not limited to, racial and ethnic diversity).**

Strengths:

This project partially fulfills this competitive preference priority area by describing the strategies that will be used to recruit teacher residents from underrepresented groups. For example, recruitment efforts will include outreach efforts to universities and colleges in the service area. The project also effectively outlines strategies for promoting effective instruction in classrooms and schools, including rigorous coursework, mentors, instruction informed by data, small-group practicum experience, and focused professional development. (e28, e35)

Weaknesses:

While there is a recruitment plan presented, the applicant is not clear when describing the specific plans to ensure the diversity of applicants for the program.

Reader's Score: 2

Competitive Preference Priority - Novice Applicant

- 1. Projects submitted by applicants that meet the definition of novice applicant at the time they submit their application.**

NOTE:

The lead applicant must meet all three requirements to earn CPP 3 points:

- 1. Has never received a grant or sub-grant under the TQP program; and**
- 2. Has never been a member of a group application (i.e. in a TQP eligible partnership); and**
- 3. Has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the program.**

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

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