

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

Status: Submitted

Last Updated: 06/17/2019 09:02 AM

Technical Review Coversheet

Applicant: Three Rivers Education Foundation, Inc. (U336S190003)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	40	40
Adequacy of Resources		
1. Resources	20	20
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	100
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. STEM/Computer Science	5	5
Sub Total	5	5
Invitational Priority		
Invitational Priority		
1. Promise Zones	0	0
Sub Total	0	0
Total	105	105

Technical Review Form

Panel #1 - Teacher Quality Partnership - 2: 84.336S

Reader #1: *****

Applicant: Three Rivers Education Foundation, Inc. (U336S190003)

Questions

Selection Criteria - Quality of Project Design

1. 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 (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 for meeting statutory purposes and requirements.

Strengths:

(i) The applicant presents a sound and convincing rationale which clearly addresses how its project aligns with the identified needs of the target group. As indicated in the narrative, for example, the target area is facing a severe shortage of teachers due to rapidly increasing student populations and the large portion of rural areas in the state. It is especially difficult for identified districts to find teachers qualified to teach math, science, and computer science. In addition, the majority of school districts are not meeting proficiency benchmarks in reading, math, and science (p. e20). As a part of its rationale for addressing the challenges of the target area, the applicant will support a teacher residency program in high-need subject areas based on LEA data, specifically in secondary education with a focus STEM fields and Computer Literacy Education (p.e23). The applicant also provided relevant data indicating challenges of the target population such as 58.8 percent of the students are at-risk of dropping out of school, and 32.3 percent of children under 18 live in poverty (pp. e35, e37), to further justify its rationale for the project.

(ii) The applicant clearly states three measurable and robust goals to be achieved by the project to address the identified needs of the target audience. One of the goals, for example, is that the project will establish, increase collaboration, and sustain a partnership of professional educators from Institutions of Higher Education and LEAs to develop and implement teacher residency programs that impact high-need school districts. The proposal also includes measurable objectives that correlate with the project's goals. One of the objectives, for example, is by end of Quarter 1, the applicant will identify and select representative members from its partnership organization to join the advisory council and meet on a quarterly basis (p. e38). In addition, the applicant presents a detailed logic model consisting of key inputs, activities, and short, intermediate and long-term outcomes to ensure the intended impact the project seeks on the target population (p. e96)

(iii) The applicant provides sound evidence the proposed project is designed to build capacity during and beyond the administration of the grant period. As indicated in the proposal, the project will result in the recruitment of accomplished persons into the teaching fields with the support of job-embedded assistance that will result in capacity building beyond federal funding. In addition, revision efforts and the demonstrated commitment the project's Institution of Higher Education partner relative to reforming current pre-service education practices to effect continuous improvements of prepared teachers will also result in capacity building beyond the grant period (pp. e41, e42).

(iv) The project represents an exceptional approach to the priorities established for the competition. As indicated in the narrative, the applicant's approach is exceptional in nature as it will involve the total immersion of the project participants through a 12-month teaching residency with a mentor teacher in which the residents participate in all experiences of a classroom teacher. The teacher residents will engage in two practica in which they work intensely with small groups of students, during which they have the opportunity to learn and apply instructional strategies, learn to interpret student data to inform instruction and refine their understanding of reading, mathematics content, and instruction (pp. e43, e44). In addition, ESL/bilingual training will be provided to support Teachers of English to Speakers of Other Languages (TOSEL) certification (p. e47).

Weaknesses:

No weaknesses noted.

Reader's Score: 40

Selection Criteria - Adequacy of Resources

1. 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 relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

Support, including facilities, equipment, supplies, and other resources, from the applicant organizations or the lead applicant organization, is clearly evidenced. As evidenced in the narrative, for example, the applicant will devote a number of resources including staff time, evaluation support, office space, supplies, subscriptions, and a field office (p. e45).

(ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project are clearly evidenced. Demonstrated commitment includes but is not limited to the primary partners providing in-kind resources to ensure implementation, success, and sustainability of the project. This included project match from the partner districts in the form of Administrative time, Master Teacher time, classrooms, and Resident Participation. Specifically, partner districts will provide mentors; principal supervision, classroom space, and resident participation in professional development opportunities (p. e47).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary

considers:

(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.

Strengths:

The applicant's visual representation of a detailed management chart indicates the project's goals, objectives, and anticipated outcomes are aligned with annual activities and benchmarks for completing project tasks. The applicant presents a yearly timeline of tasks activities and identifies persons responsible for completing each task. Key project personnel and their responsibilities are clearly presented. For example, the project director and the field director will be responsible for soliciting representatives from the district and institution of higher education partners to participate in the professional development school's activities (p. e49). Milestones and benchmarks for completing project tasks such as ensuring a fully functional web site, printed materials such as brochures, and completing application packets, are also evidenced (p. e50). The proposal includes a detailed budget sufficient to provide two years of research-based induction support for 50 beginning teachers (p. e30). The budget includes costs for personnel, travel, supplies and training stipends. All costs are reasonable in relation to the anticipated outcomes of the project (pp. e132-e139).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. 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 outlines a comprehensive evaluation plan that is formative and summative in nature. Seven research questions will be used to guide the project's evaluation process. As indicated in the narrative, the evaluation meets the WWC Design Standards with Reservations to ensure the study design that will provide a moderate level of evidence of effectiveness. The evaluation consists of process measures, as well as proximal and distal impact measures. For the process measures, descriptive data will be used to evaluate program fidelity. The evaluation plan will also serve as a working document to ensure the project is on track to meet all objectives. The evaluation also includes a robust performance feedback process that includes participant instructional performance based on observations and coaching data, the participant's completion rate for residency and masters' program, and the impact on student achievement (pp. e58, e59). In addition, the evaluation plan is a quasi-experimental design will compare data on participating teachers with comparable data on non-participating teachers, as well as longitudinal analysis in which participants serve as their own control group to examine changes over time in the study population (p. e61). A design of this nature has promise to ensure the evaluation design maintains focus on the overall implementation of the proposed project.

(ii) The applicant's evaluation plan is thorough and is designed to measure the success of the project in achieving its goals, objectives, and outcomes. For example, the project evaluation will focus on five overarching questions to ensure the goals and objectives are achieved. The mixed methodology design is feasible for collecting quantitative and

qualitative data on the program participants (p. e60). Teacher effectiveness will be evaluated by several methods. Observation data will be used to determine the degree to which participants use the content of professional development. The evaluation process is also thorough because findings will be analyzed to determine participants' progress towards meeting the Pedagogy and Professional Responsibilities Requirements, annual surveys, peer group meetings. In addition, focus groups will be conducted to collect formative, qualitative data regarding teacher effectiveness relative to participation. Student performance data will be compiled annually and used to analyze the success of participants' students as an indicator of teaching quality (p. e69). This level of data collection further strengthens the appropriateness of the evaluation relative to gauging the project's intended outcomes.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

- 1. Projects designed to improve student achievement or other educational outcomes in computer science by increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including computer science, through recruitment, evidence-based professional development strategies for current STEM educators, or evidence-based retraining strategies for current educators seeking to transition from other subjects to STEM fields.**

Strengths:

It is clearly evident that the project is designed to improve student achievement or other educational outcomes in computer science by increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields. As indicated in the narrative, for example, the applicant proposes to provide a residency program in high-need, high-poverty districts for 50 future teachers in secondary STEM and Computer Science. In conjunction with its partners, the project will support a teacher residency program in high-need subject areas based on LEA data, specifically in secondary education with a focus STEM fields and Computer Literacy Education. Teacher participants will be provided intensive residencies while earning graduate degrees in the areas of secondary STEM and Computer Science education. Specifically, participating teachers will be afforded the opportunity to develop professional relationships with their mentor teachers, receive in-depth professional development to prepare them for their teaching responsibilities, learn to differentiate instruction to meet individual student needs, and receive on-going support through a two-year induction experience (p. e23).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Invitational Priority - Invitational Priority

- 1. An applicant may address one or both of the following priority areas:**

Propose to serve children or students who reside, or attend TQP project schools, in a qualified opportunity zone as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code, as amended by the Tax Cuts and Jobs Act (Pub. L. 115-97). In addressing this priority, an applicant must provide the census tract number of the qualified

opportunity zone for which it proposes to serve children or students and describe the extent to which the applicant will serve individuals in the Qualified Opportunity Zone(s). OR

Demonstrate in its application that it has received or will receive financial assistance from a qualified opportunity fund under section 1400Z-2 of the Internal Revenue Code, as amended by the Tax Cuts and Jobs Act, for a purpose directly related to its proposed project. In addressing this priority, an applicant must identify the qualified opportunity fund from which it has received or will receive financial assistance and describe the extent to which the applicant will use the financial assistance for its proposed project.

Strengths:

The applicant did not address this priority.

Weaknesses:

N/A

Reader's Score: 0

Status: Submitted

Last Updated: 06/17/2019 09:02 AM

Status: Submitted

Last Updated: 06/17/2019 03:11 AM

Technical Review Coversheet

Applicant: Three Rivers Education Foundation, Inc. (U336S190003)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	40	40
Adequacy of Resources		
1. Resources	20	20
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	100
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. STEM/Computer Science	5	5
Sub Total	5	5
Invitational Priority		
Invitational Priority		
1. Promise Zones	0	0
Sub Total	0	0
Total	105	105

Technical Review Form

Panel #1 - Teacher Quality Partnership - 2: 84.336S

Reader #2: *****

Applicant: Three Rivers Education Foundation, Inc. (U336S190003)

Questions

Selection Criteria - Quality of Project Design

1. 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 (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 for meeting statutory purposes and requirements.

Strengths:

i. The applicant present a strongly demonstrates a rationale and will utilize researched-based components from models such as A Professional Development School Model, the Boston Teacher Residency Model, and a Teachers of English to Speakers of Other Languages and Professional Learning Communities (e21).

ii. The applicant presents three goals and accompanying objectives that are specified and measurable. Each of the proposed goals are aligned to performance measures and a reasonable timeframe for completion.

iii. The applicant provides assurance that it is designed to build capacity and yield results beyond the period of Federal financial assistance through job –embedded assistance and through partnerships with institutions of higher education and local education agencies designed to retain and support teachers (e48-56).

iv. The proposed project represents an exceptional approach through seven components that focuses on activities such as year-long teaching residencies, expanding the criteria for mentor teachers, ESL/bilingual training support and using technology to enhance learning in high poverty settings.

Weaknesses:

I. None noted

ii. None noted

iii. None noted

iv. None noted

Reader's Score: 40

Selection Criteria - Adequacy of Resources

1. 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 relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

i. The applicant demonstrates that the project has support from the lead applicant organization. For example, the project will have access to a Chief Financial Officer, who will manage payments and budgeting requirements (e45-47). Additionally, the lead applicant will provide staff time, evaluation support, subscriptions, and supplies to ensure staff will have access to materials they implement and facilitate project activities.

ii. The applicant provides information that shows that the partners of the proposed project are committed to the success of the project through in-kind contributions such project match from the target schools in the form of administrative time, master teacher time, and resident participation (e46-48).

Weaknesses:

I. None noted

II. None noted

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

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

(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.

Strengths:

i. The applicant provides a comprehensive management plan to achieve project objectives based on monitoring and evaluating the professional development plan and implementation of induction support, such as setting a clear timeline for measuring and achieving benchmarks (e47-49). To ensure the milestones are accomplished on time and within budget, key staff such as the field director will assist in the planning the annual professional development calendar and assist with the formative and summative data collection. Collaborative partners will assist with the management plan by providing assistance in providing support in the form of mentorship for example, which is needed to fulfill project goals (e123).

Weaknesses:

I. None noted

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

i. The applicant proposes a thorough evaluation plan that consists of a quasi-experimental design with matched comparison classrooms. The evaluation plan consists of ongoing feedback with specified timelines and tools used to collect data (e58-59). Data will be collected by the program staff and evaluator on the correlation between recruitment efforts and the number of enrolled candidates, percentage of candidates retained and aggregated test score data, as examples (e61-63).

ii. The applicant presents a detailed overview of the methods of evaluation that would meet the What Works Clearinghouse Evidence Standards with reservations (e58). In addition to examining teacher progress and participation in TQP, the evaluation also will look at student impact measures which include a matched comparison of the classrooms of participating and nonparticipating teachers.

Weaknesses:

I. None noted

ii. none noted

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Projects designed to improve student achievement or other educational outcomes in computer science by increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including computer science, through recruitment, evidence-based professional development strategies for current STEM educators, or evidence-based retraining strategies for current educators seeking to transition from other subjects to STEM fields.

Strengths:

- Teachers will use Scratch, an online technology, to create innovate mathematical games.
- Scratch is free for teachers to use and will help students ages 8 to 16, think creatively, reason systematically, and work collaboratively.
- The application will provide professional development activities centered on the national Common Core academic

standards in STEM that will help teachers integrate real-life STEM applications in their lessons.

Weaknesses:

None noted

Reader's Score: 5

Invitational Priority - Invitational Priority

1. An applicant may address one or both of the following priority areas:

Propose to serve children or students who reside, or attend TQP project schools, in a qualified opportunity zone as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code, as amended by the Tax Cuts and Jobs Act (Pub. L. 115-97). In addressing this priority, an applicant must provide the census tract number of the qualified opportunity zone for which it proposes to serve children or students and describe the extent to which the applicant will serve individuals in the Qualified Opportunity Zone(s). OR

Demonstrate in its application that it has received or will receive financial assistance from a qualified opportunity fund under section 1400Z-2 of the Internal Revenue Code, as amended by the Tax Cuts and Jobs Act, for a purpose directly related to its proposed project. In addressing this priority, an applicant must identify the qualified opportunity fund from which it has received or will receive financial assistance and describe the extent to which the applicant will use the financial assistance for its proposed project.

Strengths:

The applicant did not address this criterion.

Weaknesses:

Reader's Score: 0

Status: Submitted

Last Updated: 06/17/2019 03:11 AM

Status: Submitted

Last Updated: 06/16/2019 11:57 PM

Technical Review Coversheet

Applicant: Three Rivers Education Foundation, Inc. (U336S190003)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	40	40
Adequacy of Resources		
1. Resources	20	20
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	100
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. STEM/Computer Science	5	5
Sub Total	5	5
Invitational Priority		
Invitational Priority		
1. Promise Zones	0	0
Sub Total	0	0
Total	105	105

Technical Review Form

Panel #1 - Teacher Quality Partnership - 2: 84.336S

Reader #3: *****

Applicant: Three Rivers Education Foundation, Inc. (U336S190003)

Questions

Selection Criteria - Quality of Project Design

1. 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 (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 for meeting statutory purposes and requirements.

Strengths:

i) The applicant addresses the absolute priority by establishing a partnership to create an effective teacher residency program. The proposal documents a rationale outlining the severe shortage of teachers (specifically in the rural districts). The applicant states that a shortage exists in the number of qualified permanent teachers who are able to teach math, science, and computer science. As a result, a number of the districts are filling their vacancies by using long-term subs or individuals teaching outside of their certification, which has resulted in the majority of the targeted school districts not meeting state proficiency levels on reading, math, and science (pg. e20,22). The proposed Logic Model documents the various inputs, key components, short-term and long-term goals, and the actual impact they are proposing through the rationale for the proposed project (pg. e96).

(ii) The applicant documents specific goals (i.e., improve the quality of novice teachers through residencies and expanded access to quality professional development, coordinate all available state and federal teacher prep and professional development programs) and align with district and state reform activities (pg. e21, 23, 48-56). These goals are aligned with the strategy of recruiting and selecting 50 individuals from high need schools who are committed to earning a graduate degree the shortage areas of STEM and Computer Science. Moreover, the applicant provides specific goals and objectives that appear reasonable with strong possibilities of achievement (pg. e48-56).

(iii) The proposed project design has great potential to build capacity as evidenced by the various strategies to include the proposed residency model program and the small-group practicum embedded in the residency experience. The proposed strategies are designed to create a pipeline of new teachers that can address the current shortage in the STEM area. Moreover, the applicant's proposed model (Boston Teacher Residency) outlines retention rates for prepared teachers of 75% as opposed to 51% for non-prepared teachers (pg. e28).

The proposed design will provide immediate interaction with classroom students twice a week during the induction period, which will help to build and reinforce new instructional strategies and skills which will help with the transition and likely build capacity over the long-term (pg. e30). Moreover, the staff coaches and school district staff will work with participants to meet state licensure requirements, another strength of the project design (pg. e31).

(iv) An exceptional aspect of the proposed project design is that no other institution of higher learning in the targeted area is providing the type of programming (i.e., year-long teaching residencies, coaching support, professional learning communities) proposed. Moreover, the 12-month immersion teaching residency that includes a mentor and \$3,000 mentor stipend (which is a great incentive) is unique to the area (pg. e43-44).

Weaknesses:

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

Reader's Score: 40

Selection Criteria - Adequacy of Resources

1. 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 relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

(i) The applicant agency provides sufficient evidence of support for the project as evidenced by the over \$1 million dollars in match dollars with over \$670K in salary contributions. The applicant states that staff time, evaluation support, office space, supplies, subscriptions, and a field office in one of the rural areas will be provided in-kind (pg. e45-47).

(ii) According to the applicant's budget narrative their partner Western Governors University will provide match in the amount of \$126k for the annual Internal Review of all curriculum and programming. Moreover, the applicant documents that in-kind staff will be provided in the form of Master Teacher Time, Administrative support, mentors, and professional development.

Weaknesses:

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

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary

considers:

(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.

Strengths:

The applicant provides a robust management plan that outlines the specific goals, objectives, milestones, responsible parties, and timeline for achievement. The staffing levels and identified staff are appropriately identified. The proposed budget outlines funding for a number of the tasks outlined in the budget narrative, which is another strong area of the proposal (pg. e48-56).

The management plan establishes a strong overall leader by providing a .50 FTE doctorate level Project Director who is well-qualified as evidenced by her resume outlining her background and expertise in previous Teacher Quality and literacy programs. (pg. 98 -100, 132).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

(i) The applicant provides for both a formative and summative approach that is clearly aligned with the Logic Model inputs, activities, and outcomes documenting the data to be collected and its alignment to the project's objectives (pg. 58-60).

(ii) The applicant will focus on five questions that deal with recruitment, selection, persistence, and quality of coursework. The evaluation is a quasi-experimental design with matched comparison classrooms, which will allow for tracking the variables (i.e., participant training and experience, teacher content knowledge and instructional effectiveness) of participating and non-participating teachers, which will allow for impact of program implementation to be assessed (pg. e59-72).

Weaknesses:

(i) No weaknesses noted.

(ii) No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

- 1. Projects designed to improve student achievement or other educational outcomes in computer science by increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including computer science, through recruitment, evidence-based professional development strategies for current STEM educators, or evidence-based retraining strategies for current educators seeking to transition from other subjects to STEM fields.**

Strengths:

The applicant provides a strong approach to address the Competitive Preference Priority. The strategies include a) promoting STEM education with a Computer Science Focus, b) providing core background concepts and instructional skills in scientific literacy and mathematical number sense, and c) creating appropriate content knowledge to be used for professional development activities (pg. e26).

The applicant is proposing to increase STEM knowledge through training and development of teachers in concepts and instructional skills in scientific literacy and mathematical number sense. Moreover, the program design includes professional development experiences in the areas of Math and Science (pg. e26 -27, 31-

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Invitational Priority - Invitational Priority

- 1. An applicant may address one or both of the following priority areas:**

Propose to serve children or students who reside, or attend TQP project schools, in a qualified opportunity zone as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code, as amended by the Tax Cuts and Jobs Act (Pub. L. 115-97). In addressing this priority, an applicant must provide the census tract number of the qualified opportunity zone for which it proposes to serve children or students and describe the extent to which the applicant will serve individuals in the Qualified Opportunity Zone(s). OR

Demonstrate in its application that it has received or will receive financial assistance from a qualified opportunity fund under section 1400Z-2 of the Internal Revenue Code, as amended by the Tax Cuts and Jobs Act, for a purpose directly related to its proposed project. In addressing this priority, an applicant must identify the qualified opportunity fund from which it has received or will receive financial assistance and describe the extent to which the applicant will use the financial assistance for its proposed project.

Strengths:

The applicant did not address this priority.

Weaknesses:

The applicant did not address this priority.

Reader's Score: 0

Status: Submitted

Last Updated: 06/16/2019 11:57 PM