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

Technical Review Coversheet

Applicant: University of South Carolina (U336S190031)
Reader #1:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	40	23
Adequacy of Resources		
1. Resources	20	18
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	81
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	86

Technical Review Form

Panel #3 - Teacher Quality Partnership - 4: 84.336S

Reader #1:   **********
Applicant: University of South Carolina (U336S190031)

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 project, Transition to Teaching (T3), has been proposed to address the need of the area to address the shortage of certified teachers. The applicant establishes that there is a need for a larger pool of candidates for openings in the classrooms. For example, the 2018-2019 South Carolina Annual Educator Supply and Demand Report indicates that administrators faced a 29% increase in teacher vacancies since 2016-2017. The College of Education at University of South Carolina, a key partner in this project, is well-positioned as its education programs have increased the diversity among the teaching workforce and will address issue of shortage of certified teachers. (Pages e22-23)

   (ii)One of the goals: "Increase recruitment of teachers who come from diverse backgrounds through an innovative residency program that is accessible and affordable" is both specific and measurable. The success of this goal can be measured by quantitative data. (Page e28)

   (ii)Some of the objectives are measurable and specific. For example: "Increase percentage of teachers who meet applicable State certification and licensure requirements in high-needs academic areas, high-needs elementary and secondary schools within the partner districts." (Page e63)

   (iii) The proposed project will build capacity beyond the period of Federal financial assistance through the focus on literacy across the curriculum and the inquiry-based STEM instruction. When this integration occurs there will be lasting effects on teaching and the student learning. (Page e21)

   (iv) This project provides elements of an exceptional approach by including both the recruitment and retention of educators who reflect the diversity of the student to be served. This project addresses linguistic, socioeconomic and gender diversity which are concerns in STEM and computer science classrooms. This will be accomplished through the model teaching residency program that is developed by involving collaboration among multiple appropriate partners including; U of SC College of Education, South Carolina Center for Children's Books and Literacy, and U of SC Professional School Network. (Page e19 and e24)

Weaknesses:

(i)The applicant does not demonstrate the rationale for the recruitment of persons who have four year degrees in fields other than education and how that would address both the need to fill the openings and how that type of trainee would provide for student achievement.

(ii)With the two sets of goals set out in the narrative on pages e21 and e28 is not clear which goals will be the priority for the proposed program. Without clarity on which goals are used for the project it is not clear how the outcomes will be aligned to the goals and how the desired goals will be achieved.

(ii) Some of the objectives are not considered measurable and are general in nature. For example," Objective 5. Provide induction experience through Carolina Teacher Induction Program for two years upon completion of residency to continually improve instruction and support teachers within the classroom". Without specific and measurable content it is difficult to determine how the success of that effort will be measured. (Page e65)

(iii)The applicant lacks a plan to build capacity within the programming or within the specific districts that are served. The applicant outlines no method of how the costs of the mentor program will continue after the end of the grant. It is not clear how the costs of the recruitment activities will be met after the grant is completed. (Page e26) (Budget Narrative-Pages e252-e308) Therefore, it is difficult to determine if these components will extend beyond the period of Federal financial assistance.

No weaknesses identified for (iv)

Reader's Score: 23

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 University of South Carolina does provide some adequate resources for the project. For example, The University of South Carolina College of Engineering and Computing will be providing professional development and the South Carolina Center for Children's Books and Literacy will make books available for the proposed project. These types of resources help to adequately support this project (Page e45).

   (ii)Each of the partners has indicated support of the implementation and success of the project. The Superintendents of Schools for Colleton County School District and Orangeburg Consolidated District 4 have made commitments to the project and will provide release time for teachers and university faculty to collaborate. The school district will also provide financial support to the program. (Letters of Support-Pages e236-244 and Budget Narrative-Pages e252-308) These efforts provide adequate support from the school districts.

Weaknesses:

(i)   The applicant does not include specifics about the elements of support of facilities such as equipment and supplies to support this program. Without that information it is difficult to determine what will be available to the mentors and the residents.

(ii) No weaknesses were noted.

Reader's Score: 18

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:

   Strengths:

   (i)The applicant has identified three strong governance groups that will manage the initiative. The teams include the Leadership Team, the Executive Committee, and the Advisory Board. These teams include highly trained key personnel. For example, The Leadership team includes members who have education and experiences in mathematics, STEM and educational coaching. (Resumes-Pages e91-e235 and Page e57). The timeline in Table 3 does identify the major activities that will need to be completed. That timeline aligns with those who are responsible for those tasks. The narrative clearly defines these activities. This effort will assure that these activities are completed in a timely manner and will achieve the objectives and goals of the project. (Page e39)

   Weaknesses:

   No weaknesses were identified.

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 evaluation plan for the proposed project includes methods of evaluation that will provide valid and reliable performance data related to the four measurable goals and several of the underlying objectives. For example, Measurable Goal 2, "to increase the number of qualified and certified teachers" will be measured by the percentage of T3 Fellows that meet the requirements for South Carolina Program of Alternative Certification for Educators following semester one. The applicant plans to use the South Carolina Teaching Standard 4.0 rubric as an quantitative measure that will provide reliable teacher performance data. (Page e63)

(ii)The methods of evaluation for each of the goals and the objectives provide a thorough and appropriate evaluation. Quantitative data is collected for each of the objectives. For example, T3 Fellows will be retained at higher rates than state and district overall retention rates. Qualitative data is also collected. For example, as a result of surveys and focus groups, 90% of mentor teachers will indicate that the T3 Fellows are prepared to be the teacher of record after the residency portion of the project. (Pages e60-67)

(ii)The applicant indicates that feedback will be used throughout the residency program. This type of frequent feedback will provide the teachers the ability to continually improve and will assure that outcomes will be met. (Page e64)

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:

   This proposed project is designed to increase the number of educators adequately prepared to deliver instruction in STEM fields. Goal three of the project includes a focus on STEM with an emphasis on computer science and digital literacy. One of the Summer Institutes will address this component by including instruction on both computer science and digital literacy. Teachers will be prepared to deliver rigorous instruction through this institute as during that two week session fellows, faculty, supervisors and mentors will engage in inquiry-based learning experiences. With these areas of focus, the priority will be addressed effectively. (Page e19)

   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 meets the requirements of this Priority. (Page e16) The project will serve students who reside in Qualified Opportunities Zones as described in the call for proposals. The applicant summarizes census tract numbers of the qualifying opportunity zones served. (Page e28)

   Weaknesses:

   No weaknesses noted.

Reader's Score: 0

Status: Submitted
Last Updated: 06/14/2019 05:25 PM

Technical Review Coversheet

Applicant: University of South Carolina (U336S190031)
Reader #2: **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	40	35
Adequacy of Resources		
1. Resources	20	17
Quality of the Management Plan		
1. Management Plan	20	17
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	89
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	
Sub Total	0	
Total	105	94

Technical Review Form

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

Applicant: University of South Carolina (U336S190031)

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:

   1.   The proposed project demonstrates a clear rationale. The problem of teacher retention in the state is acute, and the need for qualified teachers is acute as well. The applicant proposes to help solve some of the state's educational troubles by developing a teacher residency program to add more qualified and able teachers to high needs classrooms create a model teaching residency program that integrates pedagogy, classroom practice, and teacher mentoring, among other key components. (pp.5-7)

   2.   The project has specified goals and objectives which are mostly measurable and attainable. The goals include to increase the recruitment of teachers from diverse backgrounds; use various innovative and thoughtful means to increase the effectiveness of the program through clinical experience, coursework and mentoring; demonstrate evidence to retain more teachers once trained; and increase the number of qualified/certified teachers in the state. (pp. 3-4)

   3.   The proposed project will surely build capacity and provide results long past the end of the grant period. One means to this end is the inclusion of built-in feedback mechanisms and measures as part of the project, focused on literacy across the curriculum and inquiry-based STEM instruction. (p. 47) The use of this kind of comprehensive data to improve the educational system in the state in general is detailed in the proposal. The project notes that the project's evaluation plan will take the implementation and impact components and bring results to bear on aspects of the state and local school systems that may be impacting overall teacher recruitment and retention. (pp. 43-44)

   4.   The applicant proposes an innovative approach to meeting statutory purposes and requirements. This can be seen in several instances in the proposal, including the proposed use of a teacher induction model that facilitates new teacher self-efficacy and thus adds to the likelihood that they will experience job satisfaction and remain in the profession. (pp. 14-15) This approach that takes into account the social and emotional development of prospective teachers with its emphasis on self-efficacy, as well as its emphasis on academic development, is based on strong research. In addition, this effort for self-efficacy in teachers is unique in teacher development programs and full of promise. Another approach that can be seen as innovative is the proposed inclusion of teaching literacy across the curriculum, thus embedding these valuable skills in the teachers' toolkits. As noted in the application, participants "will work with students in their embedded

literacy methods course classroom settings who struggle with reading and writing. These experiences, alongside modeled lessons and support from T3 members will provide T3 Fellows important insights to challenges faced by developing readers." (p. 31)

Weaknesses:

1.   No weaknesses found.
2.   A few of the project's goals and objectives need additional detail. For example, the goal to increase recruitment of teachers who come from diverse backgrounds has some outcomes identified and a beginning process listed, but the proposal could use more details on the outreach efforts needed to identify potential candidates from not only within the schools with which the project will work, but also from degreed professionals who may want to change careers and have much to offer these high need schools and their students. (pp. 44-45)
3.   No weaknesses found.
4.   No weaknesses found.

Reader's Score: 35

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:

   1.   The lead organization brings a great number of assets and resources to the project, helping to ensure that the project has what it needs in terms of facilities, equipment, and supplies, and most importantly, a great deal of professional and research expertise from the university, in all aspects of the project. For example, The Carolina Teacher Induction Program appears to be capable of bringing strong experience and knowledge about building capacity in high needs schools in the state. (p. 39)

   2.   The project names a couple of key partners and their proposed roles in the project, including the local school district. In addition to providing mentor teachers and classrooms to serve as clinical sites, the districts also bring employment data to identify prospective candidates who are likely to be effective teachers and come from diverse backgrounds. Also, the districts will assist with a survey of their eligible instructional employees such as teacher assistants, during the first years of the project to determine interests, career goals, and barriers to becoming part of the project. (pp. 44-45) One proposed internal partner is the Carolina Teacher Induction Program, which appears to be capable of bringing strong experience and knowledge about building capacity in high needs schools in the state. (p. 39)

   Weaknesses:

   1.   No weaknesses found.

   2.   A broader spectrum of support from additional statewide or local, business and/or industry groups might have

added to the quality of and support for the resources for the project. (p. 40). In addition, the role of one partner in the project, the Center for Children's Books and Literacy, could have been explained more fully and in detail, especially the literacy across the curriculum component. With the expertise available from the professional staff at the Center, it seems likely that there could be more of a contribution to the project than is otherwise noted. This lack of detail about additional contributions from this organization make it more challenging to judge its impact as a potential partner. (p. 28)

Reader's Score: 17

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 adequacy of the management plan can be seen when the project names key leadership personnel to manage the project, and it details what the important and crucial role each person and group will play in the success of the project in great detail. Naming the key leadership and identifying their superior qualifications to head up such a project demonstrates the thoughtful and thorough nature of the plan, and the comprehensive nature of the plan's origins. For example, there is an executive committee outlined, with overall control of the project in its domain; an advisory board, situated to give expert help and assistance; and a named project leadership team to essentially manage the program on a daily basis. Many individuals filling various other jobs are named and their appropriate qualifications noted in the application also. (pp. 40-43)

   In addition, there is comprehensive and detailed project timeline, laying out the goals, objectives, and milestones that will ensure project success. For example, one of the objectives for the project is the use of a specific set of standards for selecting effective mentors and gauging their suitability for the work. These include open collaboration, engaged reflection, having an inquiry stance, and strong communication skills. (p. 37) Finally, a very detailed timeline, comprehensive in its scope, is provided in the application. (p. 22)

   Weaknesses:

   The project stated that a recruitment director will be hired to identify and collaborate with local districts on future recruitment and retention. (p. 19) Some details on the proposed qualifications and requirements for the position would have been helpful, in order to assess the strength of this component of the project plan. Without such details, the reviewer is left to speculate on what those traits and characteristics for this vital position might be.

Reader's Score: 17

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:

1.   The various means by which evaluation of the project will take place are completely detailed, thorough, and will provide crucial performance data to guide the program to strong implementation and successful outcomes. For example, the evaluation will include implementation and impact components for continuous quality improvement throughout each stage of the program, allowing for complete formative evaluation data to be obtained and used. The evaluation plan lists each goal and its related objectives, outcomes, and evaluation strategies in a comprehensive and complete manner. (pp. 43-50) Retention data will be examined every year and anyone leaving the program will have an interview exit, so that the program can learn from any feedback in that instance. (p.50)

2.   The methods of evaluation can readily be seen to be of strong quality and capable of providing appropriate measurements of the grant's goals and outcomes. This can be seen in the various components found in the evaluation and its performance measures, goals, and data sources. For example, the implementation component will use a series of well-researched and validated evaluator-developed surveys, focus groups, and observation protocols to understand successes and areas for improvement in project implementation. These measures will be developed with help from project leaders to make sure the correct questions are being asked and answered. There will be checks for internal consistency and reliability, and that will be calculated for all survey data. (p. 43). Another example of the quality of the evaluation plan can be seen in the plan for participating teachers to engage in their own evaluations. This is seen when they on focus on personal teaching effectiveness with one-three students, with this lesson to be scaffolded with entire classes of students. The teachers will journal about their experiences, analyze student work, and discuss their experiences and questions at the whole class discussion. Use of video footage will be collected and discussed in class, as well. (p.29)

Weaknesses:

1.   No weaknesses found.
2.   No weaknesses found.

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 project is explicitly designed to accomplish competitive priority 1One of the major goals of the project is focused on literacy across the curriculum and inquiry-based STEM instruction with an emphasis on, computer science and digital literacy, and as such, it definitely meets the priority. (p. 4,) Another example of the strength of the proposal is that participants will be provided with academic enrichment based on state education content standards, with an emphasis on newly adopted standards for computer science. (pp. 8-9) In a course that recurs on regular basis, participants experience

a culmination of their exploration of content area instruction with a goal of computer science and digital literacy integration. (p. 24) Finally, one member of the leadership team helped in the development of the computer science and digital literacy standards for K-12 students in South Carolina, and he will guide this project component. (pp.27-28)

Weaknesses:

No weaknesses found

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:

   Weaknesses:

Reader's Score:

Status: Submitted

Last Updated: 06/14/2019 02:58 PM

Technical Review Coversheet

Applicant: University of South Carolina (U336S190031)
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	15
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	95
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	100

Technical Review Form

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

Applicant: University of South Carolina (U336S190031)

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)   Proposed project demonstrates a rationale centered around the teacher shortage due to specific events that have led to the high number of vacancies the teaching field South Carolina. As cited by the applicant, South Carolina faces significant and increasing challenges in teacher recruitment and retention. For example, the 2018-2019 South Carolina Annual Educator Supply & Demand Report (Center for Educator Recruitment, Retention, and Advancement [CERRA], 2018-2019) reveals that administrators faced a 29% increase in teacher vacancies since 2016-17, due in large part to one-quarter of new teachers (25%) who began their teaching careers in 2017-18 not returning to a South Carolina public school in 2018-19. The number of teacher vacancies increased across almost all grade levels with approximately 50% occurring in elementary schools, 21% in middle schools, and 28% in high schools. Recent South Carolina legislative action further compounds South Carolina teacher shortages as incentives that have kept recently retired teachers in the classroom are being eliminated.

   The UofSC College of Education is poised to meet the challenge by proposing to collaborate with K-12 school partners to (a) create a model teaching residency program for individuals with strong academic and/or professional backgrounds who are without teaching experience, (b) ensure that participants are able to receive a Master's degree and full teaching certification or licensing within fourteen months, (c) provide participants with a living stipend for 12 months in exchange for an agreement to serve in a high-need school of a partner high-need LEA for no less than three years. Additionally, T3 is poised to address the need for STEM teachers by promoting science, technology, engineering, and math (STEM) education, with an emphasis on computer science and digital literacy. The goals are to improve access to learning opportunities and achievement outcomes in STEM and computer science for students in residency classrooms and partner schools and promote effective instruction in classrooms and schools that serve T3 students. The T3 program is a residency graduate program designed for professionals who are interested in transitioning from their current professions to becoming teachers in South Carolina and hold college degrees in fields other than education.

   (ii)   The overall proposed project's goals, objectives and outcomes are aligned and measurable. The outcome measures focus on effective implementation and impact and of the project and will be measured using qualitative and quantitative evaluation methods. For instance, the evaluation strategy for Project Goal 2: Increase the number of qualified and certified teachers in South Carolina is to evaluate progress toward alternative certification and degree completion.

The REM Center evaluators will collect grades in each course as well as track T3 Fellows throughout the residency process and master's degree attainment. Annually, the evaluators will provide principal investigators with the mean grades across courses and cohorts as well as completion rates to allow for an understanding of progress toward degree. REM Center evaluators will track progress on licensure certification assessments and attainment of initial State certification/licensure. Results on licensure assessments completed during residency process will be used to identify areas of strengths and improvement to inform cohorts of T3 Fellows.

(iii)   The effective implementation of the Transition to Teaching (T3) residency graduate program as designed will build capacity and yield results that will extend beyond the period of Federal financial assistance. It will serve as an evidence-based model that contributes to the body of knowledge in this area. Further, it will serve as a model that can be replicated, not only in schools district in South Carolina, but more broadly to other school districts. With a required focus on promoting science, technology, engineering, and math (STEM) education, the project will also build teacher capacity to effectively deliver high-quality challenging content to students in high-need school districts. The T3 project will successfully meet the goal to improve access to learning opportunities and achievement outcomes in STEM and computer science for students in residency classrooms and partner schools and promote high-quality effective instruction in classrooms and schools that serve T3 students.

(iv)   Embedded in the T3 project are exceptional approaches, strategies, and features such as learning activities that involve modeling, observation and multi-dimensional assessment of student learning, inquiry methods, and extensive embedded and mentored teaching and four years of residency and induction that will provide the time needed for robust professional growth and the likelihood of teacher retention. The features included in T3 appear to be comprehensive and all-inclusive for preparing teachers to effectively deliver instruction in the classroom, especially in high need schools. The practice-based model embedded throughout the project allows prospective teachers the opportunity learn, practice, self-correct, and improve as they become more proficient in the art of teaching. This exceptional approach has a strong emphasis on teaching teachers how to teach. Through the various approaches listed, the underpinning and strand that runs through the project is more about the how to, practicing, modelling, and applying in real teaching situations. The observation feature will provide opportunities for teachers to learn by observing best practices in the field. The inquiry method will provide opportunities to enhance their learning and knowledge in this area as well as sharpen their inquiry-based teaching skills. By completing the program, the teachers add a new skill set to their repertoire, which ultimately will lead to improvement teaching practices in the schools and classroom.

Weaknesses:

(i)   No weakness noted.
(ii)   No weakness noted.

(iii)   No weakness noted.

(iv)   No weakness 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 UofSC College of Engineering and Computing also provides access to additional professional development and resources that address computer science with an emphasis on coding, computational thinking, and software design. Examples of commitment of resources from Superintendent of Carlton County School District includes release time for teachers and university faculty to collaborate and work with residents, provide financial support equivalent to 20% of the cost of residency stipends beginning in year 2 of the grant and increasing annually, leading to Districts providing 100% by the end of year 5 of the grant, identify key district and school-based personnel, including at least one designated school administrator, who will consistently participate in USC-T3 Advisory Network meetings and project activities, such as recruitment, selection, and assessment of candidates, provide classroom space and authentic classroom experiences to engage teacher residents in embedded coursework, provision of data for evaluation and research purposes with full protection for confidential data, and flexibility of mentor teachers schedules to allow for residency activities. (e240)

(ii)   There is strong commitment and support from the following partners: UofSC College of Education, Orangeburg Consolidated School District 4, Colleton County School District, UofSC College of Engineering and Computing, Center for Science Education in the UofSC College of Arts and Sciences, South Carolina Center for Children's Books and Literacy in the UofSC College of Information and Communications, University of South Carolina (UofSC) Professional Development School Network, The Carolina Teacher Induction Program (Carolina TIP), and UofSC College of Education's Research, Evaluation and Measurement (REM) Center. Letters from the Dean and various professors indicate their full support for this project as well the two Superintendent's letters spoke to their full support and listed resources that the school district committed to such as providing classroom space, release time, and up to 20% financial match of residency stipends. Letters that fully demonstrate the partners strong commitment can be found in Appendix I: Letters of Support and Commitment of Resources.

Weaknesses:

(i)   No weakness 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:

(i)   Based on the various partners to be involved in this project, the applicant has proposed a management structure that will work best for them while giving each partner a voice in the oversight and management of the project. The management structure of the project has built in checks and balances with regularly scheduled meetings for progress reports and feedback. Three governance groups will manage and guide the T3 initiative to ensure efficiency of operation and shared decision-making. The governance groups include Leadership Team, Executive Committee, and the Advisory Board. The Board will meet annually and will consist of key leaders from partner institutions and other stakeholders who can provide advice and guidance to the Executive Committee. Key leaders include the superintendent of each partner LEA and the UofSC College of Education Dean. Key stakeholders include representatives from the South Carolina Center for Educator Recruitment, Retention, and Advancement and the State Department of Education. The Advisory Board will be given summary data provided by the evaluation team, learn about project goals and current progress towards meeting T3 goals, and provide recommendations to improve the T3 project. The Leadership Team is responsible for day-day operations, project implementation and oversight. With a built strategy for keeping everyone informed as to the status of the project, this structure appears to be a good working model for managing the project.

Weaknesses:

(I)   More details related to specifically to project timelines and milestones for accomplishing project tasks would greatly strengthen the management plan.

Reader's Score: **15**

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 project's evaluator - Research, Evaluation, and Measurements (R.E.M.) Center at the University of South Carolina is from the lead agency. The evaluation methods include impact and implementation components which will allow for continuous improvement and timely self-corrections as needed. Evaluator-developed instruments and tools such as surveys, focus groups, and observation protocols will be used to collect implementation data. As stated by the applicant, the impact evaluation will use well-researched and validated instruments to collect and analyze data. The REM Center evaluator(s) will take part in monthly meetings with project leadership which allows them to hear updates and challenges that may occur with project implementation as well as provide feedback and input as needed. Evaluator(s) will be available to the Leadership team on an as needed basis. The applicant provided a well-defined table that aligned the measurable goals, objectives and outcomes followed by clearly articulated strategies that would be employed to capture data. For example, Goal 1: increase recruitment of teachers who come from diverse backgrounds through an innovative residency program that is accessible and affordable. The stated outcome measure is, applications of T3 program will increase at least 5% in Years 3 and beyond and include increasing percentages of members of underrepresented groups.

To summarize, strategies to better understand the impact of T3 on teacher recruitment, R.E.M. Center evaluators will gather demographic data on all applicants, admitted candidate, and T3 fellows including gender, race and ethnicity, work experience, undergraduate degree program, and certification area of interest to examine efforts to publicize the program, encourage applicants have a variety of avenues, and explore the demographics of those that matriculate into the program. The methods of evaluation proposed for the project are sound and appropriate for evaluating project implementation and impact are likely to provide reliable performance data. (e73-79)

(ii)   The evaluation methods proposed feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The proposed data collection tools are appropriate for the collection of impact and implementation data. The evaluator's attention to detail and preciseness in terms of the use of specific data collection tools and instruments to be used for each proposed method of evaluating goals and objectives speaks to the appropriateness of the methods to be used to collect valid and reliable data.

Weaknesses:

(i)   No weakness noted.
(ii)   No weakness 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 Transition to Teaching Program (T3) project is also designed by promoting science, technology, engineering, and math (STEM) education, with an emphasis on computer science and digital literacy. The goals are to improve access to learning opportunities and achievement outcomes in STEM and computer science for students in residency classrooms and partner schools and promote effective instruction in classrooms and schools that serve T3 students. The T3 program is a residency graduate program designed for professionals who are interested in transitioning from their current professions to becoming teachers in South Carolina and hold college degrees in fields other than education.

   T3 will focus on increasing the recruitment and retention of educators who reflect the diversity of students served across South Carolina. As stated by the applicant, while racial, ethnic, cultural, and learning differences need attention in our state, the T3 project also addresses linguistic, socioeconomic, and gender diversity, which are concerns in STEM and computer science classrooms.

   Transition to Teaching Residency project model is based on practice-based approaches that emphasize learning to teach by teaching through (1) embedded teaching methods courses and (2) Summer Institutes where students receive academic enrichment from T3 Fellows. Across both settings, university faculty work side-by-side with T3 Mentors, and T3 Fellows, to enact best teaching practices. The activities entailed in the T3 residency program are of sufficient quality, intensity, and duration to lead to improvements in practice.

   The applicant proposes learning activities that involve modeling, observation and multi-dimensional assessment of

student learning, inquiry methods, and extensive embedded and mentored teaching. Intensity is established through ongoing and layered courses and teaching alongside fully supported T3 Mentors, T3 supervisors, university faculty, and exploratory experiences. A four year of residency and induction provide time needed for robust professional growth and the likelihood of retention.

Strengths of the proposed project include collaboration with multiple partners for increased effectiveness; practice-based approaches that emphasize learning to teach by teaching through embedded teaching methods courses; learning activities that involve modeling, observation and multi-dimensional assessment of student learning, inquiry methods, and extensive embedded and mentored teaching; four year of residency and induction program; and, increasing the recruitment and retention of educators who reflect the diversity of students served across South Carolina.

The proposed project has the embedded elements for increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including computer science.

Weaknesses:

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 proposes to serve students who reside in or attend TQP project schools, in a qualified opportunity zone. As presented by the applicant, the T3 geographic regions include several opportunity zones, and only LEAs that include opportunity zones are partners in this initiative. These factors assure that students in these opportunity zone communities will be served by, and benefit from, the proposed project. (e28)

Weaknesses:

No weaknesses noted.

Reader's Score: **0**

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