

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

Status: Submitted

Last Updated: 06/18/2019 12:30 AM

Technical Review Coversheet

Applicant: Fresno Unified School District (U336S190049)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	40	38
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	96
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	101

Technical Review Form

Panel #8 - Teacher Quality Partnership - 9: 84.336S

Reader #1: *****

Applicant: Fresno Unified School District (U336S190049)

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:

- The applicant establishes need for both Fresno United (i.e., low income students, replacing retiring teachers, teachers with substandard credentials in hard to fill areas [e21-e23]) and National University (e.g., helping students afford tuition, increasing the number of teachers in their credentialing programs [e23-e24]) and connects that need to program components.
- The objectives, and outcomes of the project are clearly matched (e29-e30). Outcomes are measurable and specified with specific numbers or percentages (e29-e30). Each outcome relates to the project goal (e29-e30).
- The applicant clearly describes their recruitment plan that will focus on underrepresented ethnicities and career professionals (e33) and that is coordinated with other pipeline programs (e34) and includes direct e-mail and an aspiring teacher expo (e34).
- The proposed project is designed to build capacity on a successful (i.e., graduates are high performing and hired at school sites [e21]) program built with previous TQP funding (e20) by including a new partner (National University).
- The project is built to collaboratively reform the curriculum, which will continue after funding ceases (e29).
- The project approach has exceptional aspects in that there is collaboration at all levels of the organization (e25), and the project organization focuses on fidelity, in that it will be checked by both organizations (e25).

Weaknesses:

- The approach is not particularly exceptional, beyond the collaboration at all levels. The project approach is similar to other approaches in that the teachers will be provided with coursework and professional development opportunities.
- Project milestones are not clearly presented anywhere in the proposal so that the reviewer knows what the

applicant intends as project milestones. Calling explicit attention to project milestones would make them clearer to the reader.

Reader's Score: 38

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:

- Both applicant partners intend to commit staff and faculty to teach courses, use of their facilities, planning and time for course development, and matching funds to supplement technology and supplies (e31).
- The applicants have planned for compensation for mentor teachers and cooperating faculty and staff (e32).
- Partners have demonstrated equal commitment of the program (e31-e32).
- The partners are relevant in that they are a university that has a teacher training program (NU) and a district with a high need for qualified teachers (Fresno Unified).

Weaknesses:

- The description of facilities, equipment and supplies is insufficient to determine their adequacy. Though the applicant budgeted for supplies (i.e., operational supplies, and participant supplies [like books, and program supplies]; e326), the applicant did not describe the facilities, equipment or supplies in any detail that would allow a reviewer to determine what facilities, equipment, or supplies would be available for the project's use.

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:

- Responsibilities of project personnel are described in the budget narrative (e323-e325), and more thoroughly described in the narrative (e53-e58).
- The applicant also plans for several meetings and webinars throughout the year for partners to collaborate (e34) and has established three teams as communication structures (e50).
- The applicant clearly connects objectives and tasks with the personnel responsible (e50-e53) and notes the year

or quarter of completion.

- Time commitment by project personnel is adequate (e53-e54) with the project director committed half-time to the project.

Weaknesses:

- No weaknesses found.

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 appropriately plans to use reliable and valid measures from program documents, school documents, and standardized tests (e.g., CSET [e60], CalTPA [e61]).
- The applicant is also specific in their measures so that they can be reliably measured (e.g., teacher retention in the first three years rather than just teacher retention [e62]).
- The applicant intends both formative and summative assessment measures, which are appropriate to monitor program fidelity and process outcomes as well as to determine program effectiveness (e58-e59).
- The applicant's external evaluator designed a quasi-experimental design study to determine whether teacher and student outcomes improved relative to their peers (e59), and they have a plan for baseline data collection and analysis (e64).

Weaknesses:

- 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 applicant plans to increase the number of adequately prepared STEM educators through coursework and development opportunities, with specific emphasis on computer science (e26-e27).
- The training includes research-based practices in training, including action research projects, analysis of student outcomes, and portfolios (e37).

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:

N/A

Weaknesses:

N/A

Reader's Score: 0

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Technical Review Coversheet

Applicant: Fresno Unified School District (U336S190049)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	40	38
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	98
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	103

Technical Review Form

Panel #8 - Teacher Quality Partnership - 9: 84.336S

Reader #2: *****

Applicant: Fresno Unified School District (U336S190049)

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:

The area has high need LEA(s) and schools which are in desperate need of attracting and retaining quality teachers to reach their population of under-represented, low-income students.

The project narrative provides thorough evidence that all partners are working together to solve this issue, so that quality teachers can help improve student achievement for all students, especially those that are socioeconomically disadvantaged.

The overall project goals, objectives and outcomes are clearly and thoroughly explained on page (e29). The objectives and the SMART Goals to measure these outcomes are described on page (e29). Having goals provides a sense of direction, motivation, clear focus and they clarify importance. By describing these SMART goals, the leadership is helping to guide goal setting. Because of this fact, there is a great likelihood that the project will focus its efforts and achieve its goals.

There is a clear and thorough marketing strategy to find these special residency candidates. The marketing plan is located on page (e12), (e33-34). It provides innovative strategies to encourage aspiring, new, and existing educators to join this pipeline of educators. It will recruit candidates that are recent graduates, second-career professionals and from underrepresented populations. (e19, e33-34).

The project will help to prepare students for future advancements in the field of STEM. The narrative explains that faculty will be re-examining and redesigning courses to include a stronger STEM component. (e24).

This project will help to train new teachers and retain quality teachers for these low-income, socioeconomically disadvantaged areas due to the support and professional development they will get through the residential cohort process. In turn, these teachers of color will help fill this gap for minority students by bolstering their confidence and motivation, and by alleviating their sense of marginalization. Research shows that minority children can derive great benefit from having access to role models who understand their home culture, understand the education system and have succeeded in it, are interested in the students' educational progress and will challenge students academically. These

culturally similar residents will certainly have more credibility with the students they teach. The residents will also take a greater interest in mentoring minority students and will teach methods that will help their students to understand the content and help them succeed academically. This project has great probability of helping these students to succeed academically because research shows that when students know their teachers understand them and their cultural backgrounds, academic scores improve (e23).

The narrative thoroughly details how these new resident teachers will be selected for this project. Rigorous criteria for the resident candidates was clearly stated on page (e35). Because the admission requirements are quite rigorous, there is a good likelihood that the residents will be of high quality and will be able to accomplish the goal of becoming a teacher of record.

The project is designed to improve student achievement by increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields. It also includes non-traditional people from the public sector that want to transition and teach in the STEM field (e26). Narrative describes a computer science plan based on the K-12 Computer Science Framework that includes the five Core Concepts and Core Practices which are thoroughly described on (e27). The content looks engaging and robust. There is also information provided on the reform of the curriculum design for this project (e36.) Although it is not fully designed yet, narrative states it will be rigorous academic content tailored to the Fresno Unified school district pedagogy, initiatives and culture (e36). It will also involve foundational theories of teaching and learning, robust dialogue among staff about effective teaching (e37). Because this content is robust and engaging, students should achieve at high levels in the STEM area.

The components of the clinical practice were thoroughly explained on page (e38).

The narrative adequately explained the background concerning a previous pathway program which lead to initial certification (e18). This new project will scale up an existing program and 2014 TQP grant that will sunset. The program will help to find a local solution to a national problem. The narrative states that this new program will embed the concepts of the teacher preparation funded by the district as routine practice and the substitute shortage. These funds will help to establish this new residence program (e18-19). Narrative states that over the past 10 years, they are expanding and have created a quality pipeline. Because this project is based on another successful project, there is a likelihood that this project will also be successful.

The narrative described very specific selection criteria for the mentors. The list was extensive and can be found on page (e40-41). Because there is a communication and meeting plan listed, as well as content that all mentors need to be highly skilled, there is a greater possibility that these mentors will know what to do and will accomplish their tasks. Because research shows that a mentor is one of the most important factors in whether the resident teacher is successful, it is important to make sure that these teachers have the skills and knowledge to move the resident teachers forward throughout the term. Research does show that mentors have a significant impact on the success rate for these teachers. Because the mentors will also receive a stipend and clinical practice to orientate themselves to the program's expectation, there is also great likelihood that this aspect of the program will be successful, and thus the residents will also be more successful (e43).

There is evidence of sustainability for this project beyond the funding period. The work plan shows the use of current substitute funding and also additional district investments to be used as resident stipend (e21). This allows for more clinical experiences during the day, while resolving the substitute shortage in our district.

The project narrative details the importance of supporting these new teachers through an induction program (e19, e47-48). The narrative provides evidence that there will be a smooth transition from resident to new teacher of record. There is a rigorous induction program planned for these new teachers. It includes mentoring, coaching, feedback and observational learning from experts while using technology to reduce workloads. This induction plan is based on a previous TQP grant where they piloted a residency program and induction methods. Evidence shows that those teacher candidates outperformed their peers. Since there is evidence of effectiveness with that program, there is strong evidence this next induction program will also prove to be highly successful (e20). Research demonstrates that beginning teachers' participation in induction programs leads to increased retention, higher satisfaction, and greater commitment. Teachers who are involved with high quality induction programs also are also more effective in specific instructional practices, such

as lesson planning, classroom management, and creating a positive classroom climate conducive to learning.

The narrative provides detailed information on why this model is considered an exceptional approach. It is based on research and practice. It also integrates STEM and technology in a K-12 setting for socioeconomically disadvantaged students. It is also based on the National Center for Teacher Residencies which has established deep and long-lasting partnerships between higher education and school systems (e25). The narrative detailed the “Field Experience Site Selection” on (e39). The reader felt there was considerable evidence here that makes this project exceptional. This program will pay careful attention to the selection of teacher placement settings “where particular kinds of practices can be observed and learned by working with expert teachers and with students having particular characteristics.” Because of this fact, there should be notable growth in the residents as they begin their first year as teacher of record. Another area that certainly helped to move this project into the exceptional category was found on page (e42) concerning real-time coaching. These mentor coaches will circulate the room during the resident’s lesson, stopping to model a skill, holding up signs to intervene, whispering to prompt certain actions from the candidates, and also using both earbuds and microphone technology to make feedback immediate. Research shows that the use of immediate feedback results in greater knowledge and long lasting change (e48).

The narrative supplies adequate information on the living wage. This is important because the residents are trying to balance family, school, and work. They do not have the time or the energy to find another part-time job after going to school and teaching every day. The living wage will help to remove a factor of stress from these teacher’s lives (e24, e31).

The narrative does provide thorough criteria for a repayment plan if they do not finish the program on (e32).

Weaknesses:

No logic diagram included. A logic model shows that extra thought and planning have been added to the overall project design. Providing this detail will help the overall flow of the project to be successful.

Reader's Score: 38

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:

All letters and narrative information from the project partners state they are invested in the goals of this project. The project builds on the functions of each institution and brings them together in a comprehensive effort focused to achieve the goals.

The narrative describes many resources to which these residents will have access. Some include a rigorous framework of courses, core teaching practices, and also funding for scholarships. It highlights social resources such as instructional coaches and other experiential learning opportunities. There is also evidence of in-kind support in the form of tuition scholarships (e31).

There is a clear list of activities that provides a timeline for the responsible parties. This will help so that all organizations involved with this project will understand their part of the overall goal.

There is a clear chart which details the goals, resources, and which person or entity is responsible. This includes pledges of matching funds and also equipment.

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 narrative provides evidence of clearly defined roles for all parties and clearly delineated responsibilities. The chart on pages e50 to e53, e56-58 specifies the project objectives, correlated activities, a timeline, and the person responsible. This will help so that all team members know what their particular responsibility is and what they must do to accomplish that task. The milestones and the goals will be accomplished on time and within budget.

The qualifications of the PI and other key personnel shows they are very qualified to administer a grant of this magnitude. Many of the key players have decades of experience with executive grant funding. This is extremely important because they have previous experience with all aspects of the projects and are more insightful as to possible problems that could arise. Because they have been successful in the execution of other large grants, there is high likelihood that this project grant will also be successful.

There is a clear communication structure listed on e50-53. The meetings planned by this management team will be informed through data and will engage in data-driven planning to keep the project moving forward. The meetings have been predetermined. There is evidence that this management team will use communication through various meetings throughout the year to provide continuous improvement to the process. This will help so that the grant will be successful and will be completed within budget (e50).

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 narrative states that there will be quarterly classroom walk-throughs by district and faculty leadership to calibrate instruction and discuss implications for partnership work (e25). It also discusses quarterly curriculum meetings that will occur with all staff and faculty. Because data will be shared and analyzed at these meetings, there is a great possibility that if something is amiss, there will be steps taken to find a solution to improve the situation (e26).

The narrative states the aim of the project evaluation is to provide both formative and summative feedback in a useful and timely manner (e58). This is important because by using the evaluation data stakeholders can make informed decisions in the planning and management of this project and ensure continuous quality improvements. If revisions and reforms need to be made, they can be completed within the project timeline and budget.

There is evidence that the stakeholders will review the data and evaluation findings throughout the project and will provide input and advice into both the project's activities and the evaluation process. This will help so that the project will finish on time and within budget.

The grant does have an independent external evaluator. (WestEd). This will help to eliminate bias in the evaluation of the project (e59).

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:

This project is designed to improve student achievement or other educational outcomes by increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields. It also includes non-traditional people from the public sector that want to transition and teach in the STEM field (e26). Narrative does describe a computer science plan based on the K-12 Computer Science Framework that includes the five Core Concepts and Core Practices which are thoroughly described on (e27).

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:

Weaknesses:

Reader's Score:

Status: Submitted

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Status: Submitted

Last Updated: 06/17/2019 07:30 PM

Technical Review Coversheet

Applicant: Fresno Unified School District (U336S190049)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	40	38
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	98
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. STEM/Computer Science	5	3
Sub Total	5	3
Invitational Priority		
Invitational Priority		
1. Promise Zones	0	0
Sub Total	0	0
Total	105	101

Technical Review Form

Panel #8 - Teacher Quality Partnership - 9: 84.336S

Reader #3: *****

Applicant: Fresno Unified School District (U336S190049)

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 proposes five years of teacher residencies to prepare 150 teachers (K-12) with 65% from underrepresented populations in a new partnership with National University which models and builds on the TQP grant funded in partnership with Fresno State University which will end in June 2020. The applicant makes a compelling argument the proposed project will benefit both the LEA and the University. Residencies will be developed to include initial certification and a MA degree which will be obtainable in 18 months. The grade spans for the two residencies are Grades K-6 (multiple subjects); and Grades K- 12 (Education Specialist). All residencies will have a STEM and computer science focus and will be designed to support the implementation of K-12 College and Career CCSS, NGSS, CSS, and UDL. The applicant also states there is a need to recruit and retain diverse teachers as its district's student enrollment is 90% non-white, and it proposes to provide induction support. (Abstract; pp. 1-3; 7)

(ii) The applicant proposes three objectives to guide the proposed project, including recruitment and selection of diverse candidates; collaborative work between LEA and National University faculty; and effective induction and retention of new teachers in the LEA. For each objective, the applicant has identified specific outcome measures aligned with each to support evaluation of the project's effectiveness. (pp. 12-13)

(iii) The applicant proposes to begin a sustainability plan during the first year of funding with the LEA assuming responsibility for teacher preparation funding. This will be achieved by the LEAD using current substitute funding and additional district investments to fund the resident stipend. It proposes to implement a "grow your own" program of recruiting and training teachers. Additionally, the LEA will provide mentoring, coaching, feedback, observational learning, and other strategies to effectively support induction of new teachers. (pp. 2-4)

(iv) The applicant proposes an exceptional approach by integrating practices such as quarterly classroom walkthroughs, quarterly curriculum meeting, and focus on implementation of standards-based instruction and Universal Design for Learning (UDL) frameworks. (pp. 8-9)

Weaknesses:

(iii) The applicant does not provide a detailed description of rationale, outcomes, activities, and outputs. (no page found)

Reader's Score: 38

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 and National University will each provide staff or faculty to teach courses, and facilities will be used on both the University campus and LEA sites. A commitment has been made to matching funds to supplement technology or office supplies, and a 100% match of in-kind support has been made. National University, for example, will offer a 15% tuition scholarship. Financial resources will be provided to residents with living stipends, as well as annual stipends of \$1,000 for mentors. (pp. 13-16)

(ii) The applicant proposes to partner with code.org to deliver a professional learning curriculum new to computer science in the delivery of Advanced Placement computer science courses in the local high schools. Teachers new to computer science will receive instructional supports and resources, such as lesson plans, activities, videos, and assessments based on computer science standards. (p. 10)

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 clearly articulates a strategic plan for recruiting underrepresented ethnicities which reflect the diverse demographics of enrolled students as well as recent graduates in content shortage areas and special education, as well as second career professionals. Existing initiatives will be harnessed, as well as local recruitment strategies. A list of a

variety of possible recruitment approaches is presented in a table. (pp. 16-17)

The applicant presents a thorough and detailed management plan for implementation of the proposed project which accounts for a 2014 TQP project which is ending, an ongoing 2018 TQP project and this project, commencing, if funded. Individuals and their responsibilities are identified, and the applicant describes quarterly meetings for the leadership and curriculum teams, as well as weekly meetings for course teams, to facilitate communication and coordination of project activities. (pp. 32-35)

Project personnel are identified, and the applicant clearly presents the experience and expertise of each to support the activities in their specific roles and responsibilities to assure the project is effectively implemented. (pp. 36-41)

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 has created a data system in past TQP funded projects to track participants which should be helpful in monitoring ongoing evaluation and program improvement. The leadership team will employ both quantitative and qualitative methods to support continuous quality improvement and assessment of project outcomes and goals. WestEd will serve as the external evaluator. (pp. 41-49)

(ii) the proposed evaluation methods are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. Specific performance measures are presented for each of the three stated goals/objectives of the project. (pp. 41-49)

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:

The applicant proposes increasing STEM education with a focus on computer science to deliver effective instruction in classrooms and schools through rigorous teacher preparation course design and training activities. Additionally, it plans to increase the number of individuals from traditionally underrepresented groups in STEM and computer science, such as minorities, individuals with disabilities, and women. (p. 9)

Weaknesses:

The applicant provides limited information concerning its proposed plans for 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.

Reader's Score: 3

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 schools in a Federal Opportunity Zone. It reports approximately 85% of the area is a designated Federal Opportunity Zone or is eligible for that designation, and 43 of its schools are located in an Opportunity Zone. (pp. 12-13)

Weaknesses:

Not applicable

Reader's Score: 0

Status: Submitted

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