

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

Status: Submitted

Last Updated: 06/17/2019 09:44 PM

Technical Review Coversheet

Applicant: University of North Florida (U336S190050)

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 #6 - Teacher Quality Partnership - 7: 84.336S

Reader #1: *****

Applicant: University of North Florida (U336S190050)

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 effectively demonstrated that the proposed project meets the evidence-based standards set forth by the National Center for Teacher Residencies and establishes a rationale for the proposed program. For example, the project engages in sustained and rigorous clinical learning with opportunities for candidates to practice and be evaluated in a school setting; and during the academic year. Candidates also participate in coursework that is integrated with the clinical residency experience; and receives ongoing support from a mentor. The program is also grounded in research from the National Science Foundation and addresses the needs of the partnering schools. The project is aligned with the logic model and effectively demonstrates that the program's core principles are mentoring, instructional learning and coaching. The applicant cited several sources of research that supports the core principles. (pgs. e 16-20)

(ii) The applicant provided clearly specified and measurable goals, objectives and outcomes associated with the project. The three major goals of the project are to: (1) increase the number teachers certified in high need areas, (2) increase retention of highly effective teachers in high need schools and subjects, and (3) increase the motivation and performance of high need students. For example, to increase the number of teachers, the applicant will recruit three cohorts of participants and 50 candidates will be enrolled and 50 will persist in the projected outcome. (pgs. e21-24)

(iii) The applicant clearly demonstrated that the proposed project has the potential to success and extent beyond the grant period. For example, the applicant indicated that the curriculum revisions will be embedded into the practices and curriculum of the MAT program and undergraduate program. The project will support teachers beyond the grant period to encourage teacher leadership opportunities. The program has been ongoing through a previous grant with the university and the National Science Foundation. The applicant will also follow the National Center for Residencies in Teacher Education to further embed standards into the program. (pgs. e24-26)

(iv) The applicant provided a reasonable supposition that the proposed program is an excellent approach to developing exceptional teachers. For example, the program uniquely places teacher residents in graduate level education courses leading to a master's degree while concurrently serving as a teacher apprentice. The program integrates classroom practice and teacher mentoring. The teacher training approach is an exceptional approach because it provides

opportunities for clinical training to bring teaching and theory into practice. The residency allows candidates to demonstrate subject matter and pedagogical content knowledge. The model also specifically focuses on teacher motivation and the engagement and achievement of students. (pgs. e26-38)

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 effectively demonstrated that the proposed project will have the necessary support from the university to implement the project goals successfully. For example, the university will provide offices and classrooms and computer labs in the School of Education. Equipment such as computers and software will be available for student and staff use throughout the grant period. Grants to financially support Candidates will be available through the JTR AmeriCorps. (pgs. e28-43) The university will provide continuous support to the schools through the release time of (.025 FTE) for faculty to work in schools offering professional development. The availability of university resources and support will provide the grant program staff and candidates the supplemental properties and funds that may not be provided through the grant.

(ii) The applicant clearly provided evidence that the proposed program will be supported by partners who have committed to providing services to project participants and the lead organization. For example, the three universities will collaborate to develop course content. Universities will each recruit and enroll students for the programs. Each partner school will provide space in the school for the professional development and the Faculty in Residence. (pgs. e28-43)

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:

(i) The applicant effectively demonstrated that there is a management plan in place to guide the organization in achieving the objectives of the proposed project on time and within budget, including clearly defined responsibilities and phase-based timelines. (pgs. e53-60) The applicant provided evidence that the project tasks and activities are aligned with timelines for completion and milestones. For example, the applicant indicated that the assigned staff will conduct performance feedback and by 1/15/20 the project will have developed partnerships and cohorts and formalized articulation agreements. The management plan included strategic planning for program development and effective tracking, and processes and procedures as to how the program will manage the progression of implementation. Based on a review of the timeline, the project has the potential to complete all project activities successfully.

Weaknesses:

(i) 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 provided a detailed and comprehensive evaluation plan that is aligned with performance objectives and evaluation methods that are measurable and has the potential for monitoring and demonstrating progress toward the final objectives throughout the course of the grant period. For example, the applicant indicated that the evaluation will measure the performance outcomes objectives. The performance measures will be evaluated and measured through evidence of, (1) in-service teachers outcomes, (2) student achievement outcomes, (3) program retention and completion, and (4) employment retention. (pgs. e 60-65)

(ii) The applicant clearly demonstrated that methods of evaluation are in place that are appropriate and effective to measure success of the goals, objectives and project outcomes. For example, the applicant indicated that the proposed evaluation will seek to track participant data for year over year changes and the positive effects. Quantitative and qualitative findings will be compared to check for alignment. Both descriptive and inferential statistics will be analyzed. Both longitudinal and quasi-experimental measures will be employed to assess the program. The evaluation will take place in several categories, such as the implementation of the project and the impact of the project. (pgs.e 60-65) The evaluation components and methods will provide the applicant an opportunity to obtain feedback to improve the program, as well as gathering data to ensure they have met the project goals and benchmarks.

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 successfully demonstrated that the proposed project will promote STEM education by infusing computational thinking concepts into science and math. Candidates will be prepared through an integrated curriculum, advanced certification and evidence-based computer science professional development. (pg. 6)

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 indicated that 21% of families with children live in poverty. Three of the five TTPD schools serve students who reside or attend schools in the Opportunity Zone. For example, Andrew Jackson-Census Track Number 13 , Lake Shore-Census Track Number 124 and Woodland Acres-Census Track Number 155.02

Weaknesses:

No weaknesses noted.

Reader's Score: 0

Status: Submitted
Last Updated: 06/17/2019 09:44 PM

Status: Submitted

Last Updated: 06/17/2019 09:34 PM

Technical Review Coversheet

Applicant: University of North Florida (U336S190050)

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 #6 - Teacher Quality Partnership - 7: 84.336S

Reader #2: *****

Applicant: University of North Florida (U336S190050)

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 demonstrated a comprehensive plan to establish and replicate a cost-effective program to recruit, prepare, induct and retain teachers via establishment of a teacher residency program. The project is designed around three (3) very clearly stated goals and objectives and is constructed on the National Center for Teacher Residency's (NCTR) research and framework on building successful residency programs. The project will also build on and expand their current Jacksonville Teacher Residency (JTR) for secondary teachers to include an integrated curriculum to train ELA, elementary and special education teachers – which are critical areas of need in the state. The objectives of the project are clearly aligned with the goals in that the objectives (actions to be taken) will lead to attainment of goals. The outcomes to be achieved are ambitious, particularly in relation to the critical need areas (i.e., increasing the number of teacher in areas of need; increasing the candidates from STEM fields), but are also attainable, based on the applicant's previous successful iteration of the residency project that included rigorous entry standards and the resulting high licensure exam pass rates as reported on CAEP assessments (pg. e20)

A particular strength of the design is the focus on training teachers for work with both exceptional students and English Language Learners. This is important in order to transform the existing high quality residency model into one that will be a fully integrated inclusion model of teacher preparation.

In addition, partnership with STEM partners, including Code.org and the College of Computing, Engineering and Construction will allow for content instruction and professional development to be included that will appropriately prepare teacher residents for work in these high-need subjects.

The applicant has a record of extensive and successful work with the partner LEA which speaks to their ample capacity to provide not only content and pedagogy training but also practical experiences for teacher residents. To underscore and aid in building capacity, the applicant aims to continue to leverage existing partnerships in conjunction with new partnerships to expand the services, experiences and support provided to teacher residents.

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:

The applicant demonstrates a commitment to the project and provides clear details of that commitment and support to be provided. Specifically, the provision of resources including space and faculty time, will ensure that the project can be carried out successfully. The applicant also includes compelling letters of support which speak to the commitment of partner resources to ensure that grant goals are met. Specifically, the partner LEA – Duval County Public Schools – will provide classroom and office space. In addition, the district is committed to allowing for access to professional development opportunities and leadership staff.

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 project's leadership/management plan includes various teams overseen by a Principal Investigator (PI) and two co-PIs, which will aid in the successful management of program components. Specifically, the applicant thoroughly defines the roles and responsibilities of the very capable management teams and team leads and provides a clear explanation of the duties for not only the PI and co-PIs but for leaders of each team (i.e., recruitment team, evaluation team, etc. pg. e54-e55). Further, the Project Advisory Team, composed of multiple entities and stakeholders will serve an essential role in that they will provide the team with critical feedback and recommendations to allow for improvements and modifications to be made that will allow the project to be implemented efficiently – on-time and within budget.

The timeline of activities on pages e55 through e60 provides a clear picture of when program activities will occur and the

responsible person for each.

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 presents a well-designed and thorough evaluation plan that will provide timely feedback to all project stakeholders. The quasi- experimental, mixed methods design of the evaluation will provide important valid and reliable data regarding project measures to inform programmatic changes and support continuous improvement of the project. The evaluation will examine interventions across the three cohorts of residents in order to determine the extent which project objectives are achieving project outcomes. The use of propensity score matching will ensure that participants in the control and intervention cohorts are appropriately matched and have baseline equivalency.

Evaluation research questions are directly aligned with the goals and outcomes to be achieved the project and methods of the evaluation (including data collection and analysis) are robust (because they are ones that will allow for interesting and complex results to fully capture the full spectrum of participant responses as evidenced by Research Question 1 which explores the effectiveness of the teacher residency model. Responses to this research question will yield important results related to not only teacher perceptions but also teacher performance.

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 intends to “integrate advanced student content knowledge in STEM and Computer Coding” into the teacher prep program, embed that content into coursework, provide hands-on professional development from Code.org and various other partners (e23) and will offer a computer science micro-credential to residents. In addition to the rigorous teacher training provided to residents, the applicant’s plan to infuse computational thinking into the residency model via their partnership with the College of Computing, Engineering and Construction will allow residents to be exposed to and gain content knowledge that will enable them to be effective teachers, which in turn, has the potential to improve student achievement in computer science.

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 includes census tract numbers of the qualified opportunity zones for which it proposes to serve children or students (e25). Specifically, the applicant indicates that three of the five target schools serve students in qualified Opportunity Zones.

Weaknesses:

No weaknesses noted.

Reader's Score: 0

Status: Submitted

Last Updated: 06/17/2019 09:34 PM

Status: Submitted

Last Updated: 06/17/2019 09:34 PM

Technical Review Coversheet

Applicant: University of North Florida (U336S190050)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	40	37
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	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

Panel #6 - Teacher Quality Partnership - 7: 84.336S

Reader #3: *****

Applicant: University of North Florida (U336S190050)

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 project is utilizing a Residency design which specifically addresses needs of the LEA schools and partners, aligned with NCTR research on establishing effective residencies, and transforms the core residency approach through a set of unique and distinguishing components (e-24)demonstrating a rationale.
- The Residency design has demonstrated success with teacher retention in Boston Public Schools with 90% of all graduates still teaching in their fifth year (<https://www.educationnext.org/teacher-training-tailor-made/>). Thus the design has proven successful in its ability to retain teachers beyond their initial preparation previously indicating the ability of the proposed project to yield results which will extend beyond the period of financial assistance.
- The project is being viewed through the lens of Theory of Change which provides a specific framework for identifying the steps needed to achieve specific program goals, objectives, and outcomes. This is a useful model for demonstrating the ability of short-term changes leading to long-term impacts. Through this framework employment retention and student achievement are identified as the expected impact with this project which indicates results extending beyond the period of financial assistance. (e-37)
- The project demonstrates goals which are specific, measurable, achievable, relevant, and time-based goals (SMART) which are depicted in Appendix G (e-87 through e-88). The use of a Logic Model along with specific wording in boldface allows the reviewer to understand how this specific project will meet its goals, objective, and outcomes.
- Revising the curriculum in the MAT program and filtering concepts through the undergraduate teacher preparation program to promote fully integrated inclusive practices and differentiated content is a huge strength in that the University is modeling reflective practices and making the necessary changes to promote excellence in the profession. (e-42)
- Demonstrates a rationale as it specifically addresses the needs of the LEA school partners, aligned with NCTR research on establishing effective residencies, and transforms the core residency approach through a set of unique and distinguishing components.

Weaknesses:

- The plan for establishing a culture of excellence in partner high need schools states that there will be summer institutes for new recruits and returning participants (e-60). Requirements on attendance are not mentioned and nor is consideration of a needs assessment which would allow for more individualized professional development making it more meaningful to the participants which may add to the potential of the project to yield results beyond the period of Federal financial aid.

Reader's Score: 37

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:

- Partnerships with neighborhood and community resources with specific staffing resources being allocated through TTPD to recruit teacher candidates from the community (e-46). This will enhance the school/community relationship. When community groups and schools support learning together and are able to recognize each others unique contribution the environment becomes more positive, demonstrating adequacy of support.
- Providing four of the five schools with the resources of Professional Development Schools will be beneficial in that it is not only the new teachers who have access. In-service teachers have a lot to offer and many are seeking out professional development that is meaningful. (e-47)
- Access to the Northeast Florida for STEM education (NEF-STEM) is a strength in that it will promote STEM education in the schools which can create critical thinkers, and promotes the next generation of innovators (e-47).
- The purchase of video equipment which will allow for teachers to view and reflect not only on their own teaching but perhaps exemplar teaching being modeled as well is a strength of the proposal (e-48)
- This proposal has the support (commitment letters in Appendix) of numerous educational and community programs. (e-49). These partnerships can strengthen and support each of the entities which results in more efficient use of resources and can strengthen the goals of the organization

Weaknesses:

- The plan mentions Teachers in Residency and in-service teachers will be provided support through social media and alumni gatherings. (e-49) The proposal states that these events will be integrated with approaches to developing teacher leaders but is not clear on how that might look. This makes it difficult to determine if there are adequate resources to support the in-service teachers.

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:

- The Project Advisory Team (PAT) which is providing feedback to the Leadership Team is made up of a diverse group of stakeholders which include experts in STEM, Literacy, and Urban education, educational researchers, and school leaders (e-54). Identifying all of the stakeholder prior to the start of the project is a strength to the management plan in that there is involvement by those who will be impacted by or have an interest in the project and will need to be managed to complete the project successfully.
- There is a comprehensive management plan which lists the major milestones, those who are responsible, as well as a timeline (e-55). The management plan is detailed in its timeline for completing the major milestones, with actual dates of meetings. Each of the major milestones is listed under the main goals of the program with all of the responsible parties specific to that milestone listed. A comprehensive management plan with specific dates will allow for the project to be completed on time and within budget.

Weaknesses:

- The reviewer did not note any weaknesses in the management plan.

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:

- A strength of the proposal is the use of propensity score matching which can reduce bias which may occur if only comparing treatment group to those not receiving the treatment (e-60) which would provide reliable performance data on relevant outcomes.
- According to Cronbach's alpha the validated instruments selected to assess the perceptual outcomes are reliable and do measure what they are intended to measure which will provide data on the goals, objectives, and outcomes of the proposed project that is reliable and relevant. For example the Teacher Sense of Efficacy Scale TSES had an alpha of .91, The Turnover Intentions Scale TIS had an alpha of .80, and the Motivational Climate Assessment MCA had an alpha of .83 (e-66) demonstrating acceptable internal consistency.

Weaknesses:

- No weaknesses were noted by the reviewer for quality of project evaluation.

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:

- Specific curriculum design support and professional development related to incorporating advanced STEM and Computer Science coursework will be supported by NEF-STEM and STEM2 Hub as well as from additional partners (e-49). This will give educators the opportunity to be prepared to deliver rigorous instruction in STEM fields. Professional development is used in education to provide extra support to in-service teachers to increase skills. Providing technology-related professional development will benefit not only the teachers but the students as well allowing for increased rigorous instruction in STEM fields.

Weaknesses:

- There were no weaknesses noted by the reviewer for Competitive Priority Preference 1.

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:

- Three of the five TTPD schools serve students who reside or attend schools in qualified opportunity zones; Andrew Jackson High School, Lake Shore Middle School, and Woodland Acres Elementary (e-25).

Weaknesses:

- There were no weaknesses noted in the priority area of Spurring Investment in Opportunity Zones.

Reader's Score: 0

Status: Submitted**Last Updated:** 06/17/2019 09:34 PM