

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

Status: Submitted

Last Updated: 07/22/2020 01:54 PM

Technical Review Coversheet

Applicant: Alder Graduate School of Education (S423A200082)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	30
Significance		
1. Significance	20	20
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	25	24
Sub Total	100	94
Priority Questions		
Competitive Preference Priority		
Promoting STEM Education/Computer Science		
1. CPP1	3	3
Sub Total	3	3
Competitive Preference Priority		
Fostering Knowledge and Promoting Development		
1. CPP2	2	2
Spurring Opportunity Zone Investment		
1. CPP3	5	5
Sub Total	7	7
Total	110	104

Technical Review Form

Panel #13 - SEED - 13: 84.423A

Reader #1: *****

Applicant: Alder Graduate School of Education (S423A200082)

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:

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

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

(3) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

(4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

Strengths:

- The project will actively recruit STEM candidates from the communities where the schools are located
- Provides teachers from non-traditional prep and certification programs to serve in underserved LEAs (p. e24)
- Project will provide teachers with a Master's degree before becoming a teacher of record (p. e37)

Weaknesses:

- Project mentions its focus on developing culturally responsive teaching but lacks to include research from educational leaders such as Gloria Ladson-Billings, Paris & Alim
- Project states that it will model TFA for recruitment and training but should add details on how their program will speak to the gaps present with TFA

Reader's Score: 30

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

(1) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

- Educators will gain skills and tools to integrate trauma informed strategies into the classroom and help students feel empowered (p. e49)
- Project seeks to increase cultural competency in STEM teachers (p. e49)
- Professional development will be provided to teacher mentors to hopefully increase cultural competency within the school community and help teachers learn how to build strong relationships with students (p. e48)
- Project relies on results from TFA which have proven to be successful
- Project addresses filling the gap in STEM education by tapping into the potential the targeted populations (students) and providing them with the necessary skills to be effective in a STEM

Weaknesses:

None noted

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

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

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**
- (2) 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.**
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Strengths:

- Goals, objectives, and outcomes are clearly written and have specific outcomes such as the number of teachers to be recruited yearly, participant retention rates, percentage of teachers deemed highly effective, what guiding materials will include for the continuous improvement of the program (p. e52 – e53)
- Project lists specific costs associated with each resident and how they will receive their return on their investment through producing highly effective teachers (p. e54)
- Milestones and timelines are clearly written as seen in Table C2 (p. e55)
- Management plan states project will help retain 80% of teachers
- Data will be collected from students, residents, mentors, graduates, and LEAs
- Recruitment occurs year round (p. e54)
- Qualitative and quantitative data will be collected to provide feedback on the improvement of the program
- Project will address the hiring needs of partnering LEAs individually and make improvements within to meet these needs
- Project leaders will meet quarterly with residents to receive feedback on how to improve the project

Weaknesses:

None noted

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

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

(1) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(3) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible

Strengths:

- AIR will serve as the external agency for evaluation to provide performance feedback and periodic progress assessments of the project
- AIR will determine if the project is meeting its intended goals of increasing student achievement and teachers using culturally responsive strategies in their classrooms
- Quasi-experimental design will be used to meet WWC standards with reservations to provide feedback on the fidelity of the project implementation
- Propensity score matching will be conducted at teacher and student level to meet WWC standards (p. e61)
- Measures include standardized test scores, student attendance, suspension reports, and teacher retention rates

Weaknesses:

- More details are needed to clearly explain how the program will increase teachers' cultural competency, especially since the project lacks relevant research around culturally relevant teaching and culturally sustaining pedagogies
- Rich details provided in other sections, but this section needs more details concerning data sources

Reader's Score: 24

Priority Questions**Competitive Preference Priority - Promoting STEM Education/Computer Science**

1. Projects designed to improve student achievement or other educational outcomes in science, technology, engineering, math, or Computer Science. These projects must address 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 clearly states how they will prepare 461 K-12 teachers in STEM education
- Recruit STEM candidates from local school communities
- Project will provide rigorous STEM instruction for students of color

Weaknesses:

None noted

Reader's Score: 3

Competitive Preference Priority - Fostering Knowledge and Promoting Development

1. **Projects that are designed to support projects likely to improve student academic performance and better prepare students for employment, responsible citizenship, and fulfilling lives, including by preparing children or students to:**

- (i) **Develop positive personal relationships with others.**
- (ii) **Develop determination, perseverance, and the ability to overcome obstacles.**
- (iii) **Develop self-esteem through perseverance and earned success.**
- (iv) **Develop problem-solving skills.**
- (v) **Develop self-regulation in order to work toward long-term goals.**

Strengths:

- Project attempts to help teachers become prepared to strengthen habits, skills, mindsets in relationship, perseverance, self-esteem, and ownership of learning for students (p. e34)
- Project will unpack the standards to really address SEL for students

Weaknesses:

None noted

Reader's Score: 2

Competitive Preference Priority - Spurring Opportunity Zone Investment

1. **Under this priority, an applicant must demonstrate the following:**

(a) **The area in which the applicant proposes to provide services overlaps with a QOZ, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code (IRC). An applicant must—**

- (i) **Provide the census tract number of the QOZ(s) in which it proposes to provide services; and**
- (ii) **Describe how the applicant will provide services in the QOZ(s).**

Strengths:

- Census tract numbers provided (p. e45)
- Project will create community based workforce development efforts (p. e46)
- The personalization of the information provided for each QOZ is excellent and shows the writers really put thought and

effort in the project

Weaknesses:

None noted

Reader's Score: 5

Status: Submitted

Last Updated: 07/22/2020 01:54 PM

Status: Submitted

Last Updated: 07/22/2020 11:46 AM

Technical Review Coversheet

Applicant: Alder Graduate School of Education (S423A200082)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	34
Significance		
1. Significance	20	20
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	25	24
Sub Total	100	98
Priority Questions		
Competitive Preference Priority		
Promoting STEM Education/Computer Science		
1. CPP1	3	3
Sub Total	3	3
Competitive Preference Priority		
Fostering Knowledge and Promoting Development		
1. CPP2	2	2
Spurring Opportunity Zone Investment		
1. CPP3	5	5
Sub Total	7	7
Total	110	108

Technical Review Form

Panel #13 - SEED - 13: 84.423A

Reader #2: *****

Applicant: Alder Graduate School of Education (S423A200082)

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:

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

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

(3) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

(4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

Strengths:

-The applicant is building on an established model to train pre-service resident teachers. This model will increase teachers' effectiveness by creating safe learning environments where students can develop academically, socially, and emotionally that will lead to positive student outcomes.

-The applicant specified the program would use a universal design for learning with an analysis of critical research and theory to support the programs model and comprehensive approach.

-The applicant provided a detailed explanation of how the program will recruit, prepare, support, and retain a diverse pipeline of effective teachers. E24

-The program would assist teachers with learning how to develop inquiry cycles and assessments of non-academic's outcomes. This idea is reasonable to measure students' social-emotional learning.

Weaknesses:

-The applicant was unclear if they were adopting the Teach for America model or if the Teach for America model was a baseline and they were building on that model.

Reader's Score: 34

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

(1) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

-The applicant conveyed a deep understanding of why the project was needed and how many students will be positively impacted.

-The applicant also made direct correlations between the needs in QOZ and how the program will serve the students and communities. The applicant provided clear research to support this claim. The applicant highlighted -By increasing teachers' knowledge of related research, theory, and practice, and by ensuring teachers develop a deep understanding of the students and communities they serve, teachers will become more aware of the emotional and cultural barriers between students and content.

-The applicant also highlighted three major challenges that the program will address including building SEL skills with students and filling the gaps in the STEM-related fields.

-The applicant adequately examined the importance of the outcomes of the program. For example, through this project, teachers will gain the tools to integrate a trauma-informed, culturally responsive approach into their classrooms and learn to respond effectively to their students' social, emotional and academic needs. Thus, leading students to feel sustained, valued and empowered to chart their own success. E49

Weaknesses:

No weakness indicated

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 the following factors:

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(2) 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.

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

-The applicant detailed a clear understanding of the goal, objectives, and outcomes for the program.

-The applicant provided a qualified project management team with appropriate roles and responsibilities. Each team member's role was connected to a milestone or activities directly aligned to a program objective.

-The applicant also highlighted how the program would address the specific hiring needs of each school.

-The applicant developed multiple types of formative and summative evaluation measures.

-The applicant presented a comprehensive dissemination plan for ensuring all stakeholders had access to the outcomes of the program.

Weaknesses:

No weakness 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:

(1) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(3) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible

Strengths:

-The applicant provided a quasi-experimental design with blended measures to ensure all goals and objectives would be adequately achieved.

-The applicant identified a large enough sample to measure the program's desired outcomes. P39

-The applicant highlighted that students' voices were important; therefore, students would also complete a survey.

-The applicant addressed the need to measure the residents, mentors, and participants' perceptions of their ability to integrate cultural values into their teaching and curriculum using a multicultural teaching competency scale. E66

-The applicant used an external evaluator to ensure validity and reliability. The American Institutes of Research (AIR) will conduct a mixed-methods evaluation of the program. This will provide evidence of the program's effectiveness that meets WWC standards with reservations. For example, AIR will assess matching results at both the teacher and student levels to meet the baseline equivalence requirement of the WWC standards and ensure students of comparison teachers (the comparison group) have similar values on variables for which outcomes will be assessed.

Weaknesses:

-The applicant did not provide a sufficient amount of evidence to support Research Question 2. Providing a high-quality diverse teaching pipeline will not directly lead to an increase of attendance and reduction of suspensions.

Reader's Score: 24

Priority Questions

Competitive Preference Priority - Promoting STEM Education/Computer Science

1. **Projects designed to improve student achievement or other educational outcomes in science, technology, engineering, math, or Computer Science. These projects must address 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 provided a thorough overview of the need for the program and how the program design will improve student achievement and increase the number of educators in the STEM fields.

Weaknesses:

-No weakness identified

Reader's Score: 3

Competitive Preference Priority - Fostering Knowledge and Promoting Development

1. **Projects that are designed to support projects likely to improve student academic performance and better prepare students for employment, responsible citizenship, and fulfilling lives, including by preparing children or students to:**
 - (i) **Develop positive personal relationships with others.**
 - (ii) **Develop determination, perseverance, and the ability to overcome obstacles.**
 - (iii) **Develop self-esteem through perseverance and earned success.**
 - (iv) **Develop problem-solving skills.**
 - (v) **Develop self-regulation in order to work toward long-term goals.**

Strengths:

-The applicant successfully conveyed how the program will address each need in competitive preference 2. Additionally, the applicant highlighted the need for building students' SEL skills and how the program will meet those needs.

Weaknesses:

No weakness identified

Reader's Score: 2

Competitive Preference Priority - Spurring Opportunity Zone Investment

1. Under this priority, an applicant must demonstrate the following:

(a) The area in which the applicant proposes to provide services overlaps with a QOZ, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code (IRC). An applicant must—

(i) Provide the census tract number of the QOZ(s) in which it proposes to provide services; and

(ii) Describe how the applicant will provide services in the QOZ(s).

Strengths:

-The applicant provided the census tract numbers for each QOZ that will benefit from the program. Furthermore, the applicant detailed how the program would support the needs of the opportunity zones

Weaknesses:

No weakness identified

Reader's Score: 5

Status: Submitted

Last Updated: 07/22/2020 11:46 AM

Status: Submitted

Last Updated: 07/22/2020 11:08 AM

Technical Review Coversheet

Applicant: Alder Graduate School of Education (S423A200082)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	35
Significance		
1. Significance	20	20
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	25	25
Sub Total	100	100
Priority Questions		
Competitive Preference Priority		
Promoting STEM Education/Computer Science		
1. CPP1	3	3
Sub Total	3	3
Competitive Preference Priority		
Fostering Knowledge and Promoting Development		
1. CPP2	2	2
Spurring Opportunity Zone Investment		
1. CPP3	5	5
Sub Total	7	7
Total	110	110

Technical Review Form

Panel #13 - SEED - 13: 84.423A

Reader #3: *****

Applicant: Alder Graduate School of Education (S423A200082)

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:

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

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

(3) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

(4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

Strengths:

- This project is positioned in ways that apply educational theory and research in terms of understanding the needs of both children of color and those children who reside in what is commonly referred to as QOZs.
- Attracting teachers from nontraditional pathways and preparing them specifically to teach in underserved areas is an important focus of this project.
- Alder Graduate School of Education is uniquely prepared to add to the body of research as their understanding of the systemic cause of student lack of engagement in school is expressed in this document and is supported by strong research.
- This project will be recruiting, preparing, and supporting a diverse pipeline of teachers to meet the human capital needs of school districts. P.1
- Recruited teachers and mentors in this program will be educated to create culturally responsive learning environments to improve the academic outcomes for underserved students. P.2
- Addressing the issue that our schools are in need of a new educated workforce to teach children of color and those from underserved communities has been noted. This reviewer believes this to be important.
- This project has, as its mission, to draw more people into the education field as more young people are opting to study and work in other areas. Increasing the educational workforce with highly competent individuals is vitally needed.
- The Alder and Boston teacher residency programs plan to educate 461 effective K-12 teachers who will be using STEM concepts, in this project, as a subject and way to help in increasing student access to additional educational and life opportunities. P.7

Weaknesses:

none noted

Reader's Score: 35

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

(1) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

- This project relies, in part, on the excellent work and progress of the Teach for America program that has showed positive results in teaching children who come from underserved communities. P.6
- Components of the Teach for America program have purposefully been integrated into the residency model of this project. P.6
- Building upon the successful work of Teach for America, this project is poised to provide further study in the area of STEM education and in developing culturally responsive curricula.
- Developing rigorous STEM content designed to stimulate deep thinking is an important element of this project.
- The project, at its core, relies on the research that indicates that a diverse workforce has been shown to be a critical need for students coming from underserved communities.
- This project relies on the body of literature and the practices of others who understand that high quality content alone is not sufficient to meet the needs of this targeted population.

Weaknesses:

none noted

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

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

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(2) 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.

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

- The goals and objectives of this project are positioned in ways that support the current research and thinking on this subject. P.30
- This project plans to recruit and train a diverse population of individuals whose skills will be developed through professional development, pre-service education and apprenticeships. P.30
- The project may add significant data to the existing body of literature as it delves into needed work in the area of STEM education and the structuring of classrooms that produce caring, welcoming, and respectful environments for students.
- The plan to manage this project is expressed in a variety of activities that detail the role and responsibilities of the professional staff.
- The timeline for the recruitment and training for teachers, along with the evaluative instruments used in the project, all align with the goals and objectives of the project, thereby strengthening the reliability of the outcomes.

Weaknesses:

none noted

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

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

(1) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(3) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible

Strengths:

- Partnering with the American Institutes for Research (AIR) will add transparency and objectivity to the project and will provide feedback that will inform program improvements. P.36
- Expected outcomes of the program denote research questions that clearly define expectations for students and teachers commensurate with the intended programmatic goals and objectives. P.37
- This project, with reservations, meets What Works Clearinghouse (WWC) standards. AIR will be providing information regarding the effectiveness of the programmatic goals and subsequently will give feedback to inform decisions.
- AIR will also provide feedback relative to the quality of program implementation, resident recruitment, participation in training with coaches, student data, and fidelity. P. 37
- Assessing changes in student outcomes, in this project, gives important information relative to the impact this program has on student behaviors in both the cognitive and affective domains. P. 3
- AIR will use a group comparison design that includes samples of students from different grades, subjects, and communities that are served by the Alder and Boston residency programs. Choosing propensity scoring methods, rather than randomized experiments meets What Works Clearinghouse (WWC) with reservations. P. 38
- Similarly, AIR will create a model that compares teachers who are similar with information regarding their

teaching experience, grades taught, and the compositions of students they teach. This will be based on demographic information and other such baseline data. P.38

- AIR will look at specific fidelity indicators of the program by creating a fidelity rubric that will analyze program activities and expected outcomes. This rubric will help in determining whether program activities and expected conditions are aligned with the rubric. P.42

Weaknesses:

none noted

Reader's Score: 25

Priority Questions

Competitive Preference Priority - Promoting STEM Education/Computer Science

1. **Projects designed to improve student achievement or other educational outcomes in science, technology, engineering, math, or Computer Science. These projects must address 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 inclusion of STEM concepts provides the necessary rigor to engage students from underserved communities in ongoing academic work.
- Recruitment of teachers to STEM fields as a vehicle to provide challenging academic education for students may assist in supporting the targeted population in their post-graduation aspirations.

Weaknesses:

none noted

Reader's Score: 3

Competitive Preference Priority - Fostering Knowledge and Promoting Development

1. **Projects that are designed to support projects likely to improve student academic performance and better prepare students for employment, responsible citizenship, and fulfilling lives, including by preparing children or students to:**
 - (i) **Develop positive personal relationships with others.**
 - (ii) **Develop determination, perseverance, and the ability to overcome obstacles.**
 - (iii) **Develop self-esteem through perseverance and earned success.**
 - (iv) **Develop problem-solving skills.**
 - (v) **Develop self-regulation in order to work toward long-term goals.**

Strengths:

- The inclusion of STEM concepts provides the necessary academic work in support of problem solving, analysis, collaboration, creativity and critical thinking activities.
- Appropriate curriculum delivered with an understanding of SEL factors, stand to create positive learning environments for students.

Weaknesses:

none noted

Reader's Score: 2

Competitive Preference Priority - Spurring Opportunity Zone Investment

1. Under this priority, an applicant must demonstrate the following:

(a) The area in which the applicant proposes to provide services overlaps with a QOZ, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code (IRC). An applicant must—

- (i) Provide the census tract number of the QOZ(s) in which it proposes to provide services; and**
- (ii) Describe how the applicant will provide services in the QOZ(s).**

Strengths:

- Nineteen designated LEAs located in QOZs will serve as the field of operation in this study.
- Census tracts for the areas of operation are also cited in the program.

Weaknesses:

none noted

Reader's Score: 5

Status: Submitted
Last Updated: 07/22/2020 11:08 AM