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

Technical Review Coversheet

Applicant: Center for Collaborative Education (S423A200117)
Reader #1:   **********

		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 #1:   **********

Applicant: Center for Collaborative Education (S423A200117)

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 seeks to recruit candidates from the local communities to increase the teacher pipeline which is an exceptional approach as the students will be able to relate to their teachers and the teachers will understand the students' backgrounds
   •The research clearly speaks to the importance of recruiting and retaining teachers of color which is a group that is often missing in education preparation programs. The research and project clearly addresses how it will meet the needs of this population through mentoring, coaching, PD, and other wraparound services
   •The project will provide stipends for participants which is an exceptional approach as it will allow students to be able to sustain their lifestyle while in the program
   •The project will provide wraparound services to support students to successfully complete college while also giving them the necessary training and professional development to become an effective teacher once they enter into a classroom
   •The Advisory Council is inclusive of university representatives, administrators, SPED teachers, ELL teachers, STEM teachers which speaks to the sustainability of the project to make long-term changes needed in education

   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:

•Research is current and provocative and discusses the gaps and the need to decrease the gap with recruiting and retaining teachers of color
•The project clearly states how it will increase the number of teacher candidates in STEM and special education
•Student level outcomes are clear and powerful
•Qualitative and quantitative data will be collected
•The project seeks to reach 300 educators each year which has the potential to significantly increase the number of effective teachers in targeted areas yearly

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:

•Detailed recruitment and retention timelines
•The project is heavily involved in local communities and schools and will provide resources for participants serving in those areas
•Project management team meets twice a month to provide feedback and seek ways to improve the project if necessary
•Retention rates are clear and attainable

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:

   •The project will use a quasi-experimental design and external evaluator (WestEd) to meet the WWC standards with reservations (p. e41). The use of this design will provide evidence to determine if the program is effective by examining students' course completion rates, persistence rates, transfer rates, and credits. Looking at each element speaks to the developers desiring honest feedback on their project in order to make necessary adjustments in the future (p. e42).
   •The data collection measures disaggregates participants and non-participant students' demographic data to determine the effectiveness of their project (p. e47-e48). This allows developers to reflect on their program performance and make necessary adjustments.
   •Conducting semi-structured interviews with key stakeholders will provide honest feedback to the project developers as participants can share their experiences with interviewers in an open format (p. e51)
   •Qualitative findings from the data collection will be shared quarterly to continuously improve the program and make necessary changes for current and future large-scale implementation (p. e52)
   •Quantitative and qualitative data will be collected to measure coursework completion, persistence, GPA, and credit accumulation (p. e53) and shared in annual reports.

   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:

•Summer STEM academy exposes students to science standards and allows them to teach MS students in local schools
•Participants encouraged to complete computer science certification to increase knowledge in computer science
•Clear connection made between the project and its goals to improve student academic achievement and increase the number of educators

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 provides wraparound services to participants as well as mentoring and comprehensive advising
   •Research clearly outlines how increasing the number of teachers of color will positively impact students' SEL needs

   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. 21)
   •   Students placed in public schools in QOZ neighborhoods and are also recruited from these neighborhoods

Weaknesses:

None noted

Reader's Score: **5**

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Last Updated: 07/22/2020 01:56 PM

Status: Submitted
Last Updated: 07/22/2020 11:54 AM

Technical Review Coversheet

Applicant: Center for Collaborative Education (S423A200117)
Reader #2:   **********

		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

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

Applicant: Center for Collaborative Education (S423A200117)

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 highlighted the key drivers for the programs model. These key drivers are all needed to develop a community approach to implement sustainable change.

   -The applicant provided a comprehensive program that requires mentoring, advising, and career development activities to all participants.

   -The applicant also hopes to address two separate but interconnected challenges preventing schools from achieving demographic equity between educators and students. Thus, providing teachers from nontraditional preparation and certifications routes or pathways to serve in traditional underserved Local Education Agencies (LEA).
   -The applicant's program appropriately addresses the needs of the target population. This is evidenced by the Collective Ownership Model. This model creates a robust teacher pipeline that recruits and supports aspiring educators from the local community to meet the local need. E14
   -The applicant's Community College Partnerships for Teacher Pipeline seeks to address the national demographic disparity in the public schools of Los Angeles, recruiting and retaining teachers of color to serve their communities. The implementation of the comprehensive, integrated and long-lasting support program will bolster student recruitment and retention, aligned by "Moderate Evidence" strategies by WWC.

   Weaknesses:

   No Weakness Identified

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:

   -The applicant provided a thorough understanding of how and why recruiting teachers of color are critical on the impact of student outcomes. The data provided was current and address the national teacher shortage crisis.

   -The applicant addresses the multiple pathways for program participants. The program will reach 300 participants a year to add to the field of education.

   -The applicant outlined a dissemination plan for both internal and external use. The plan detailed how stakeholders would receive this information and provide effective strategies to scale the demographic disparities across the nation.

   Weaknesses:

   No Weakness Identified

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 provided clear objectives and goals to ensure the success of the program. The goals and objectives were measurable and attainable. Additionally, each year the program established new objectives to build on the previous year.

   -The applicant included that once participants finish the program, they can return as coaches to help others successfully

complete the program.

-The applicant was intentional about recruiting a diverse participant population. Additionally, their recruiting plan provided a clear understanding of the activities and milestones.

-The applicant noted the project management team will meet twice per month (in person and virtual) to plan each project step, check on progress, and refine activities backed on formative feedback from WestEd. Additionally, each project management team member was clearly identified, and their responsibilities were outlined to support the program goals

-The applicant also highlighted how the program would measure the impact of the program. These measures include student -level outcomes and implementation objectives.

-The applicant also included an advisory council including representatives from California State University, administrators from local K-12 schools, Special Education teachers, English Language Learners teachers, STEM teachers, the REC collective and CCE. Their responsibility is to evaluate the program findings that will be used to inform the continuous improvement loop.

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's program will use an independent external evaluator to determine the effectiveness of the program. WestEd will be employed to conduct the program analysis.

    -The applicant provided evidence of the effectiveness that will meet WWC standards with reservations. WestEd will employ a quasi-experimental design that will identify a matched comparison group of students from within the three participating community colleges. E47
    -The applicant's research questions were thoughtful and could be measured by the indicators the applicant provided.

    -The applicant provided sufficient evidence what methods of evaluation will be used for performance feedback. For example, WestEd will collaborate with the program staff to identify thresholds for low, medium, and high levels of implementation for each program component.

-The applicant will use both implementation indicators and survey data on CPTP components in correlational analyses that identify relationship of program implementation. This information will be used to provide ongoing feedback.

-The applicant's program will be evaluated by incorporating both quantitative and qualitative data. The quantitative data includes extant data, surveys, and implementation rubrics. The qualitative data includes interviews and document review.

Weaknesses:

No weakness identified

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 applicant highlighted the Summer STEM Academy. This academy is designed for future educators with real world experience to complete classroom science instruction and building background and content knowledge.

   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 outlined a plan to support participants with their understanding of the teaching field during mentoring, advising and career development. Additionally, participants who needed more help will receive one-on-one support. This support includes how to build positive relationships and develop an in-depth understanding of teaching.

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 census tract numbers for the QOZs they plan to serve. Additionally, the program will be placed in schools in the QOZs. The applicant and partnering colleges will provide outreach, recruitment, comprehensive coursework and ongoing support for students of color pursuing, considering, and being introduced to teaching in these neighborhoods. College students will also be placed in public schools in these QOZ neighborhoods.

  Weaknesses:

  No Weakness Identified

  Reader's Score: 5

Status: Submitted
Last Updated: 07/22/2020 11:54 AM

Technical Review Coversheet

Applicant: Center for Collaborative Education (S423A200117)
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

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

Applicant: Center for Collaborative Education (S423A200117)

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 seeks to identify and prepare 300 teachers of color in order to provide services in schools where there are large populations of students of color. P.24
   • Identifying and developing avenues to recruit teachers of color to work in communities where underserved students attend will require a different pathway, as articulated by this project. P.7
   • Developing PD for teacher recruits and utilizing rigorous STEM content to teach underserved students information to increase critical thinking, collaboration, and inquiry skills may improve academic success for these students.
   • Mentoring and preparing a new workforce of teachers may assist in addressing the dwindling number of people of color who have decided to go into other professions.
   • Teaching future teachers how to provide barrier-free learning environments for underserved students is one of the key objectives of this program.
   • Developing a new and different pipeline to attract more teachers of color to teaching is needed. The research supports this thinking ,as teachers of color are shown to be effective in improving the academic outcomes for students of color. p.18
   • Six unique and supportive teaching pathways are being designed to support teachers in their various areas of academic interest. All areas are designed to improve the quality of practice seen in schools where underserved students attend. p.13
   • The recruitment of teachers, in this project, will be conducted utilizing multiple strategies. p.11

   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 seeks to recruit more teachers of color as it acknowledges that recruitment of minorities has long been a policy goal for especially those school districts that have large populations of students of color. Furthermore, the project indicates that not much progress has been made to ensuring that the diversity of the teaching workforce is reflective of the diversity of students in the public schools. P.18
    •   This project is supported by findings and research that demonstrate that teachers of color are able to close the achievement gaps for students of color. P 18
    •   CCE (Center for Collaborative Education) has developed a multi-tiered program that will create new pathways, via their Enhanced Advisory Mentorship (EAM) to prepare and certify teachers of color to work in schools where underserved students attend. P. 7
    •   This project will be utilizing the discipline of STEM as a vehicle to equip the teacher recruits and provide them with PD in their first semester in college. In addition, the project will be exposing these teachers to practical experiences as they will be planning lessons that will be taught to middle school students. P. 5
    •   The EAM program will provide each teacher recruited with a mentor to provide ongoing support, and one on one guidance in all aspects of the PD. P. 8
    •   This project recognizes that children of color seldom see the teaching profession as a viable career choice for themselves as many children of color have never experienced having a teacher of color.   This project is focused on changing these experiences for these students.   P. 11
    •   The blueprint for this project is committed to addressing a challenge that is national in scope.
    •   This project reports that studies have shown that students of color, being the same race as their teachers, greatly improves their math and reading test scores, while reducing suspensions and improving their school attendance. P.2
    •   The Enhanced Advisory Mentorship (EAM), as a part of this project, will incentivize the teacher recruits with stipends to encourage their participation. This action supports What Works Clearinghouse. P.9

    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:

•   Community partnerships have been developed in support of the equity and opportunity goals of this project. P. 21

•   Courses for teacher recruits will feature both hands on learning and early teaching opportunities in actual school settings.

•   Academic Coaches will be assigned to all teachers to engage them in frequent discussions throughout the planning of teacher development.

•   Teachers who complete their time in the program will be encouraged to return and work as mentors for a new population of recruits. p.16

•   Local schools will serve as partners and will work directly with the three colleges to hire and place the newly educated and certified teachers in their schools.

•   The three-year proposal is designed so no time is wasted in identifying, recruiting, and developing new teachers. Once teachers are ready to enter the schools, continued support will be given to teachers as they begin the process of transforming their classrooms to make safe and caring environments for their students.   pp. 23-24

•   The stated goals and objectives are aligned with a timeline that appears to support each step of the project, from the start to completion. P.24-27

•   The project management team has specifically detailed the roles and responsibilities of personnel in support of the goals and objectives. P.29-30

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:

•   WestEnd will be the external organization to evaluate all aspects of the program, including looking at strengths, weaknesses and gaps in the delivery of services and final outcomes. P.30

•   The goals are clear in this project and there are only two. The goals seek to recruit and pull more educators of color into the profession with the idea that a new educational model can be developed in support of underserved students. Secondly, improving the academic success of underserved students will require a new kind of teacher who understands the inequities their students face in the larger community and in the schools in which they attend.

•   The control group, in this project, will be compared to the new teacher recruits by including data for both groups relative to demographics, GPA and other vital personal traits that look at the quality of the matches.

•   Formative and summative evaluations will be conducted in this project and the findings will be shared nationally with other educators and education institutions.

•   A final evaluation report will be written and will serve as a blueprint, in this project, to assist other communities nationwide in program replication. P. 31

•   This project has a demonstrated a record of developing improvements in student achievement, equity and access to educational opportunity. This record includes programs to support teachers, administrators and other school leaders in their work. P.23

•   An efficient framework, inclusive of feedback loops, will be monitoring and meeting the needs of those teachers, in the project, who will be pursuing their teaching degrees. P.31

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:

•   STEM concepts will be the academic discipline that will be used to prepare the teacher recruits. Once the teachers are prepared, they are expected to be ready and confident to go into schools armed with new theories and practices designed to positively serve students of color who live and come to schools from QOZs.

•   PD for the teachers will improve their ability to know and understand the academic content. And, just as vital, their academic coaches will be available to provide the instructional practice methodologies so teachers will be able to create classroom cultures where their students will be motivated to learn the academic concepts of STEM.

   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:

   • This project is poised to address the problem with the nation's schools in terms of educating underserved students. Competent teachers of color who are strong in academic content are needed for students of color. And, creating safe places where students feel special and are supported in their quest to learn becomes a necessary part of developing a positive classroom culture. This cultural match, with teachers of color in the classrooms, makes a difference in how students feel, how they are supported, and ultimately how they feel about learning. P.11, p.18
   • The project seeks to increase the level of problem-solving skills in underserved students through the teaching and application of STEM concepts.

   • Underserved students will have more opportunities to persist in learning when their attendance improves, and they are not absence from classes due to suspensions from school. P.2

   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:

   • The census tracks and actual names of the schools located in OQZs have been provided by this project. P.6
   • This project has, as one of its primary goals, to address the needs of underserved students. In every aspect of the project, from the purpose, the rationale, to the research and evaluative information, this project has developed interventions that may significantly increase the number of teachers of color serving students of color, thereby increasing academic achievement for this targeted population.

•   This project has come to the table prepared to make transformational change in the schools addressing directly how we educate children who live and go to schools in QOZs. The very title of this project, "Transforming Schools for Student Success", speaks directly to purpose.

•

The research and findings presented in this project represent current thinking that supports the notion that students from underserved communities tend to do better academically in schools where teachers of color are positioned in the classrooms. P.2

Weaknesses:

none noted

Reader's Score: 5