

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

Status: Submitted

Last Updated: 07/24/2020 11:08 AM

Technical Review Coversheet

Applicant: Teach For America (S423A200011)

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 #1 - SEED - 1: 84.423A

Reader #1: *****

Applicant: Teach For America (S423A200011)

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:

Teach For America is a national non-profit organization that has submitted the Teach For America: Recruiting, Selecting, and Training The Next Generation of Effective Teachers proposal. The organization is requesting \$18,000,000.00 for three years of funding. The applicant has done a good job of providing a background on efforts to support student learning on a national and regional level. The six goals of the project are aligned with the grant notice and could lead to an increase of student achievement (e21-23). The applicant's focus on recruiting teachers that can potentially be equipped with skills to be highly effective is evident and will assist with increasing academic achievement (e24-28).

The applicant has a well-developed plan for training new teachers. Support of novice teachers can provide them with the needed guidance to be successful. Efforts to adjust training in the wake of COVID-19 are commendable (e35). Plans to provide a summer intensive virtual training for 4.5 weeks on instruction, learning environment, equity, inclusion and reflection, and then, continue the training upon campus placement for 90 days further display the focus on meeting the needs of novice teachers as they attempt to provide high quality instruction to high-need students.

The applicant has written of efforts to ensure teachers are committed for at least two years. It is evident that the applicant is aware that retention brings continuity to a campus and strengthens the learning investment within the community. The rationale for revamping their recruitment efforts are realistic and demonstrates the importance to cultural relevancy (e27-28, e60). Desires to identify stakeholders that can work with high-need students are mentioned throughout the application. It is evident that the following newly identified attributes possessed in new recruits (lifelong learning, future achievement, diversity, and organizational fit) will lead to increased student achievement and successful teachers (e31-32).

The applicant has provided evidence that it has successfully supported increasing education achievement since 1990 (e81). It is also noted that the program provides a body of research on teacher practice and student learning outcomes (e53). Plans to use the American Institute for Research (AIR) to evaluate new recruitment efforts and the support given to newly placed teachers can benefit all and lead to future success.

Weaknesses:

No weaknesses 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:

The goals are aligned to the project notice and over time can lead to student achievement. It is apparent that program implementation is effective in providing support to teachers. TFA has cited three studies on the positive achievement impact of the program that meets WWC standards (e54).

The current program design has the potential to increase the body of knowledge that continuous direct support in the first years of teaching can improve student achievement. Information on purposeful recruitment efforts with the new generation of teachers can benefit both traditional and non-traditional in-service programs (e57).

The described efforts to disseminate information are appropriate. Providing a platform where participating teachers have access to trainings and support materials demonstrates the organization's commitment to recruits and student achievement (e59). Plans to utilize social media, briefings, white papers, conference presentations and articles to share results are realistic and can be achieved with grant funding (e60).

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 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 six goals presented within the proposal are specific. Within pages e210-215 are measurable goals. Efforts to increase the percentage of STEM recruits and students of color will support learning in critical high-need areas.

The management plan provided is detailed and includes the objectives, responsibilities, milestones, and timeline for each goal (e215-229). The applicant has effectively described leadership and how oversight is given at the national and regional level. Plans to have nine senior leaders oversee the implementation and execution of the proposed project are aligned to the notice and provide insight of how multiple people are invested into the project's success. (e61).

Included within the management plan are efforts to collect feedback from teaching participants and students. The applicant has also included reviewing survey results to inform future practice in the management plan (e220). The amount of support provided to new teachers is extensive. The weekly check-ins of regional teams, short surveys given to teachers after each event and three times throughout the school year demonstrates the commitment to support stakeholders and serve as an effective change agent (e62-63).

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:

(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:

Evaluative plans are clear and specific. Plans for AIR to use propensity score matching design to measure student achievement of those in a TFA classroom with non TFA classrooms with similar achievement and demographics for the first two years of funding provide insight on the effectiveness of the project. This information meets WWC guidelines and

can possibly provide critical discussions and impact how non TFA teachers are trained.

The applicant has described efforts to collect feedback from teachers three times throughout the school year. It is evident that the voice of all participating stakeholders is critical in the design of professional development for future recruiting classes. Also included in the proposal were detailed plans to collect data on using records on teachers and program activities, interviews with national TFA staff, and focus groups (e68). Written statements to use responses to inform decisions to optimize programming and provide supports are justifiable and can be used as guidelines of informed practice (e69).

The applicant has included objective performance measures to evaluate student achievement in English and math for students in grades 3-8 and high school as well as evaluate instructional practices (e72-73). Performance Measures that plan for 26% (1,430) of teachers to receive professional development each year of funding be highly effective are realistic and will enable teachers to provide effective teaching to high-need students (e255).

Weaknesses:

No weaknesses 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:

Information included on the rationale to recruit teachers in hard to fill math and science positions supports preparing teachers to deliver rigorous instructions in STEM fields. Plans for one-third of teachers to be recruited for STEM are commendable (e36). The outline included three detailed goals for novice teachers as they partake in the educational teaching journey. The goals have a clear focus on supporting the professional development and increased student achievement of high-needs students in math and science using Common Core and Next-Gen standards.

Weaknesses:

No weaknesses 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 summer teacher training (STT) included a social-emotional learning component. Plans to break up the delivery into three 1-hour blocks is adequate and will provide a specific focus on the professional development (e39). Also, plans to partner with Yale University to develop content on emotional well-being will provide a unique experience for participants.

Weaknesses:

No weaknesses 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:

An extensive list of all Qualified Opportunity Zones is listed on pages e162-168.

Plans for TFA to recruit, select, and place over 80% of teachers in 1,940 QOZs across 36 states is ambitious. The efforts to support teacher development can lead to increased student achievement (e40).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Status: Submitted

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Technical Review Coversheet

Applicant: Teach For America (S423A200011)

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

Panel #1 - SEED - 1: 84.423A

Reader #2: *****

Applicant: Teach For America (S423A200011)

Questions

Selection Criteria - Quality of Project Design

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(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 proposed project is an ambitious and impressive online professional development training program for novice teachers. A unique aspect of the project design is the tailoring of recruitment and delivery methods to the preferences of their target population, Generation Z. (p. e28) Infused throughout the training is a focus on SEL learning competencies to prepare teachers to be instructional leaders on their campuses and to support positive student educational outcomes. (p. e34) The robust candidate evaluation has been realigned to include learning, achievement, people and fit. (p. e27, e32)
- The applicant's proposal includes innovative early engagement and exposure to educational competencies for potential teacher candidates. Once accepted into the program, novice teachers receive comprehensive and extensive support throughout their 2 year commitment to the program, including in-depth professional development during the summer prior to their teaching assignment, during the school year and during the summer after their first school year, (p. e41)
- The proposed project offers an impressive and expansive set of benefits to participants including research and evidence-based training in culturally relevant pedagogy (p. e47), as well as access to resources to support first year teacher experience including a virtual resource bank and lesson planning clinics (p. e49). These value added components provide participants with the tools to develop effective strategies for classroom instruction.
- Given that the proposed project is an enhancement and virtual alternative to a current alternative certification program component, the project deliverables will be incorporated into the applicant's organization after the completion of the grant. (p. e53)

Weaknesses:

No weaknesses identified

Reader's Score: 35

Selection Criteria - Significance

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(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:

- An impressive aspect of proposal is, given the size and scope of the applicant, the results of the research study would impact and improve teachers' and students' achievements throughout the United States. The ability to make that impact immediately is unique to this applicant. (p. e54)
- The applicant leverages 30 years of research and insights into alternative teacher certification, partnerships with educational and industry leaders, and positive relationships with LEAs and schools to influence the development of knowledge and theory in evidence based teacher professional development. Moreover, applicant program alumni have advanced to key positions to support the dissemination of best practices learned through the proposed study. (p. e55)
- Project outcomes dissemination is proposed using a comprehensive two prong approach including internal and external communications. The dissemination plan is appropriately tailored to stakeholders to ensure information shared is applicable to the target audience.(p. e59)

Weaknesses:

No weaknesses identified

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

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(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 project's goals and objectives are clearly defined, ambitious and expansive. Metrics described to measure program goals (i.e. standardized scores from state assessments, classroom observations, scaled survey scores and participant demographic data) are appropriate to determine program effectiveness. (p. e210).
- The project management team is impressive with expertise needed to provide leadership for the proposed project goals and objectives. Responsibilities of team members are clearly defined and timelines for completion are specific and clear. (p. e215)
- The applicant's proposal demonstrates a robust set of checks and balances to provide real-time changes to curriculum and customized changes for particular regions. (p. e63) The applicant's use of a project analytical team to support real-time evaluation and learning throughout the study is unique. (p. e62) An innovative and impressive formative assessment technique that will be integrated into project evaluation is the use of teacher and student pulse surveys. (p. e40)

Weaknesses:

No weaknesses identified

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

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(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:

- An impressive aspect of the ambitious and rigorous evaluation plan for this project is its scope including a large sample of students in different grade, subjects and communities. The applicant has been the subject of three prior evaluation studies that meet WWC standards without reservations and three quasi-experimental research studies that meet WWC with reservations which provides further support that the evaluation study design will meet WWC standards. (p. e54, e65)
- The applicant proposes a comprehensive formative assessment process to measure project outcomes, including differences in implementation across cohorts, challenges to project implementation and cost to incorporate changes to project design, to ensure effective implementation of project goals and objectives. (p. e69)
- The applicant's proposal provides an extensive and rigorous list of data collection methods for measurement of project goals and objectives, performance measures for data evaluation including qualitative and quantitative measures. (p. e249)

Weaknesses:

No weaknesses 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's proposal demonstrates dynamic recruitment strategies for undergraduate students in STEM as well as extensive and comprehensive training and support for STEM teachers throughout the calendar year (in service training and support during the academic year). (p. e36)
- The applicant's proposal demonstrates access to STEM master teachers to support integration of computation thinking into all subjects to succeed in computer science. This additional support provides persuasive evidence that novice teachers participating in this professional development program will receive training that will positively affect student academic outcomes. (p. e37)

Weaknesses:

No weaknesses 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's proposal includes the use of the CASEL model for SEL professional development program. A unique and impressive aspect of the teacher curriculum is the inclusion of culturally responsive pedagogy and trauma-based pedagogy. (p. e29, e30)
- The applicant's proposes the infusion of SEL competencies throughout all of the components of the proposed project through an innovative partnership with the Yale Center for Emotional Intelligence. The development of this creative partnership provides evidence of the applicant's commitment to providing novice teachers with SEL skillsets to positively impact student educational outcomes. (p. e39)

Weaknesses:

No weaknesses identified

Reader's Score: 2

Competitive Preference Priority - Spurring Opportunity Zone Investment

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

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(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's proposal demonstrates the placement of 80% teachers in the QOZ schools for teaching and internship opportunities (p. e40, e6)
- The project proposes teacher professional development for all participating teachers including those that teach at QOZ schools during the summer prior to teaching, during the academic year and after the school year has concluded thus ensuring novice teacher have the instructional support needed to implement pedagogical strategies that support successful student outcomes. (p. e41)

Weaknesses:

No weaknesses identified

Reader's Score: 5

Status: Submitted
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Status: Submitted

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Technical Review Coversheet

Applicant: Teach For America (S423A200011)

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 #1 - SEED - 1: 84.423A

Reader #3: *****

Applicant: Teach For America (S423A200011)

Questions

Selection Criteria - Quality of Project Design

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(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:

1) The narrative provides how the applicant is using their 30 years of experience in recruiting, selecting, and training teachers to build this program (e18) and states very clear goals for the program with well-defined measurable outcomes.

The narrative provides sound research and overall development of the needs for the training program and methods of increasing the number of non-traditional teachers (e21-e25) along with providing how they will be able to respond effectively to the needed training changes related to the virus.

The narrative effectively states how the designed system aligns to the What Works Clearinghouse (WWC) goals and provides research that supports the overall efforts of the applicant (e25-e27).

The narrative states clearly defined methods that the non-traditional ways to obtain quality teachers and provide them with training support will be met by the applicant's systems (e27-e31) which will result in an effective professional development / training program to be used.

The program has specific and well-defined core competencies (e31-e33) which effectively frame the overall training and support system. Examples of these competencies are organizational ability; ability to influence and motivate others; etc. The development of these competencies will allow the teachers to have increased methods to provide classroom lessons that will increase public-school students' ability to have academic success.

The narrative states sound overall methods for the obtaining of people to become trained which takes into account the ways that people who will become effective teachers can be found (e33-e34). The focus on providing professional development in relationship to changes in the people who were receiving training establishes that the applicant was changing the program to better meet the learning styles and needs of the teachers being trained. This effectively shows that the applicant is updating their 30 year history of training to reflect changes in general learning that has occurred over the years.

2) The applicant's overall system of pre-service training, support for professional development, and ongoing aid to allow for selected people to become teachers is sound and well defined (e34-e36) along with providing timelines for these initial activities.

The narrative (e41-e50) provides very detailed development of the range of trainings and their order all designed to give the new teachers the abilities to be effective in the classroom based on the years of experience that the applicant has had in providing teacher professional development and initial training.

3) The narrative provides clear rationale of how the applicant has proven systems to address the needs of schools and public-school students through the training of new teachers in their program (e50-ee53). Examples of the specific trainings are Content Learning Communities that would allow subject/grade level skills to be increased; coaching to provide mentoring to the teachers being trained; etc. These various trainings are designed to allow the new teachers to have their needs met in manner that will allow them to meet the needs of their public-school students.

The narrative provides extensions of this system to provide methods by which teacher shortage areas can be addressed by their overall training methods (e52-e53) which shows how the training program will be able to meet extended national needs.

4) The narrative clearly states how they have been able to provide these services for years and will be able to continue to support schools in having sound teacher training methods (e53). The narrative provides a clear overview of the 30 year history of the applicant being able to provide professional staff development to teachers to allow their public-school students to have increased academic outcomes. The narrative provides a sound research base for the fact that low-income students tend to have teachers who are less effective (e.g. Chetty, Friedman, & Rockoff, 2014; Goldhaber, Lavery, & Theobald, 2015; etc.) which shows that they are building their overall program in a manner that will increase the overall knowledge base for effectively moving the academic performance of the targeted public-school students.

Weaknesses:

1) None were noted.

2) None were noted.

3) None were noted.

4) None were noted.

Reader's Score: 35

Selection Criteria - Significance

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(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:

1) The narrative provides clear development of the results that the program will bring to the schools when they have new teachers who have received this training (e54-e57). The narrative linked the overall program to WWC standards that provides clear methods for increasing the overall knowledge base for understanding how the professional development needs of this population of teachers will be met in a manner that aligns to raising the outcomes for their public-school students.

The narrative provides a sound research base for the statements made in the narrative concerning the positive effects of the program on the new teachers (e54-e57). The studies cited (e.g. Clark, et al., 2013; Clark, et al., 2017; Decker, Mayer, & Glazerman, 2004) provide the base for the WWC claims and are used in the development of the applicant's design for the research of the effects of their modification on professional development. The applicant's development of the research based lead to the professional development activities thus giving a WWC-level development for these items.

2) The narrative provides both historical results and the current results that the funding of this program would bring to the schools in the targeted areas in the nation that would have access to the new teachers training in this system (e57-e59). The narrative has sound development of the changes related to the majority of the population that will be trained to have different methods of providing professional development that meets their changing needs.

The narrative provides adequate development of how they will respond to the virus to make changes to support effective training that will look different in form from the last 30 years (e57-e59) which effectively shows their ability to adapt to new needs. These adaptations are both in the population being trained and the new normal that is being created by the virus.

3) The narrative has a very clear dissemination plan that combines multi-approaches to assure that information concerning the program is available to a wide-range of stakeholders (e59-e60). The methods build on the 30 year history of the applicant but expand into being able to provide information to others that overcomes virus related issues. This assures that the applicant will be able to increase the overall knowledge level to provide effective professional development to the targeted teachers. The applicant makes effective use of their history of providing this type of training to increase their ability to 'get the word out' by multi-means (e60).

Weaknesses:

1) None were noted.

2) None were noted.

3) None were noted.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

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

Strengths:

1) The narrative states a sound overall management plan that has been developed over the years (e60-e61). The narrative states measurable and specific training goals (e.g. 7,500 total teachers trained over the life of the program; focused development within the QOZ areas; the percentage of trained teachers serving high-needs public-school students; etc.) which will focus the overall program to assure that the needs of the public-school students are met.

The narrative (e210-e214) appendix provides clear goals and objectives that are clearly stated and measurable. Examples of these measurable objectives are: 330 undergraduates in the Ambassador program, 2,475 applications to the training program; 3,300 school locations served by the program of grant's life; etc. These items clearly show that the applicant will be able to determine the success of their program and make timely changes to meet these stated objectives if needed.

2) The narrative states that their 30 years of experience managing all aspects of the program provides them with the history of effectively doing this type of program (e61).

The narrative provides an adequate day-to-day management system (e215-e229) which was based on the overall history of the applicant providing years of training services in multi-locations. The narrative provides clear updates to the historical system which are designed to meet the changing needs related to the types of teachers who will be training and the virus which is the cause many changes in education.

3) The narrative provides an adequate system for providing feedback to the stakeholders (e61-e63) which give a good framing of the overall methods of understanding the effects of the training on the new teachers. The updated program is designed to take into consideration the changing nature of the teachers who will be trained, the virus which is changing delivery methods, and the overall needs of the targeted public-school students. These changes show that though the applicant has a 30 year history of providing these services they are updating their systems for professional development to assure that new needs of both teachers and their students are being met in a manner that will increase overall performance levels of both groups while increasing the level of knowledge of effective professional development methods that meet WWC standards.

Weaknesses:

1) None were noted.

2) None were noted.

3) None were 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:

1) The narrative clearly states the outside evaluator who will provide the overall analysis of the program (e63-e65) which provides a sound system for the evaluation of the effects of the program. The system of evaluation build on the applicant's history of providing services while creating system to determine the effects of the new aspects of the update professional development program. The narrative links these items back to the WWC standard in a manner that assure that the knowledge research base to create effective training programs will be increased. The narrative cites sound methods to assure that WWC standards are met for the determination of the effects of the program (e65-e66).

The narrative provides good methods by which the outcomes of the program will be linked to determining if the WWC standards are being met (e66-e67). This is being done in manner that should allow changes that are related to the populations being trained and their public-school students' difference will be able to be determined. These overall study and analysis of the effects of the program will help create methods to meet these standards in a manner that promotes overall changes in professional development methods.

2) The narrative provides good methods for determining the effects and giving feedback to the stakeholders that will allow the effects of the program to be determined and improved (e68-e69). The narrative has a system for sharing the results with the stakeholders that is designed to make changes in the local school's methods of providing these services to their new teachers.

The narrative provides sound methods to have the formative evaluation to be done in a manner that will allow improvements to be made to the overall program (e69-e71). The narrative's analysis is focused on being able to show in an objective manner the overall improvements that the system of train that is being developed.

The narrative provides methods to determine the new costs for the overall program which provides another system to assure that this program is effective (e72). The analysis of the program will be able to determine the new training items that lead to public-school students' improvements in academics. The teachers' professional development will be studied in a manner that will allow the rationale that these younger new teachers need different training procedures to be determined. This type of data will allow overall improvements to be made in standard teacher training.

3) The narrative provides the range of data that will be collected for both quantitative and qualitative data along with how these data will allow for outcomes to be measured (e72-e73). These data range effective show that the applicant will have enough different types of data on many aspects of the program. These data will all the full range of effects of the program to be determined.

Weaknesses:

- 1) None were noted.

- 2) None were noted.

- 3) None were 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 narrative clearly states how the STEM focus in math and science will be addressed (e36-e37) along with providing how computer science efforts will be integrated into the overall approach (e37-e38) which effectively shows how the people in this training will be able to work in these STEM areas. The STEM focus will provide all the trained teachers with greater understanding of how to integrate these concepts into their day-to-day instruction.

Weaknesses:

None were 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:

- i) The narrative gives sound systems to increase the trained teacher's knowledge of how to best meet the needs of the students that they will teach to allow to the overall development of responsible citizens who will have productive careers (e38-e40). The focus on SEL items and the overall training of the teacher will provide increased personal relationship opportunities.

- ii) The narrative states the various activities were linked to the development of allowing the training teachers to increase the abilities of their public-school students to have positive life skills that would allow them to overcome obstacles (e38-e40). The SEL and STEM items will increase the public-school students' ability to be more likely to have the skills to have academic success.

- iii) The SEL program training will give the trained teachers the ability to have positive effects on their public-school students' self-esteem by allowing lessons to include these skills development (e38-e40). The combination of the STEM and other content skills along with the SEL training will provide methods for the public-school students to know that they earned their grades because they will have increased academic skills.

- iv) The overall training system will provide the teachers with greater understanding how to structure their lessons for the public-school students to understand how to solve problems (e38-40). The overall program is focused on the teacher training providing methods to improve outcomes within their classroom because their public-school students will have increased problem-solving skills related to their increased academic abilities.

- v) The various training systems (e38-e40) and the evaluation systems (e40) will allow the overall program to develop teachers and thus their students' ability to have sound self-regulation to work towards positive life goals. The combination of SEL with STEM will provide the public-school students with skills to work towards their long-term career/academic goals because they will know that their overall abilities have been increased.

Weaknesses:

- i) None were noted.

- ii) None were noted.

- iii) None were noted.

- iv) None were noted.

- v) None were 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:

i) The narrative in appendix K lists the various QOZs numbers (e162-e168) which effectively shows the range of targeted areas that they will service.

ii) Throughout the narrative the applicant developed the methods by which the training would provide services to these areas. The increases in STEM and SEL along with the other increases that the teachers will receive from the various aspects of the professional development will result in more in-depth lessons being taught by the teachers. This increased rigor will meet the needs of the more at-risk schools in a manner that results in increased overall measurable public-school students academic outcomes.

Weaknesses:

i) None were noted.

ii) None were noted.

Reader's Score: 5

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