

**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: University of North Florida (S423A200013)

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: University of North Florida (S423A200013)

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:

University of North Florida has partnered with Duval County Public Schools to submit Project InTERSECT: Inquiry to Transform Educator Readiness for STEM+C Early Childhood Teaching. The groups are requesting \$ 912,665.00 in funding. This project is innovative because it focuses on early learning. The applicant has effectively outlined major gaps and weaknesses in services that support a need for the project. These gaps address antiquated teaching methods that do not challenge the young learner (e22-24)

Plans to enhance current professional development that is provided to PK-2 teachers are aligned with the grant notice. Plans for teachers to complete four virtual segmented modules over three semesters will allow teachers to take ownership in the learning process. It is commendable that strong emphasis has been placed on providing opportunities for teachers to self-direct their own learning (e27-28). The personalized pathways will allow teachers to complete iSTEM Badging in addition to obtaining graduate credit or complete a master's program. This will allow the teachers an opportunity to become marketable and earn skillsets beyond the current needs of the district.

The current project desires to impact student learning by providing educators with online tools to enhance their own professional growth. Plans to support learning by serving teachers in 74 of DCPS' highest-need elementary schools, with prioritized recruitment and implementation in 17 schools in Qualified Opportunity Zones (QOZs) is justified (e34). The applicant has provided clear evidence that the unrepresented students in DCPS are not entering kindergarten prepared for learning. Also, in grades K-2, less than 60% are performing on grade level in English and Math(e34).

Providing equitable access to STEM+C learning in early grades will be valuable as students matriculate in school. There is a need to increase student inquiry and not teach in ways that only leads to remote recall. The applicant has provided relevancy by explaining that there is limited access to STEM learning in the early grade levels (e34). Successful implementation of the project can benefit students earlier along with supporting the teachers participating in the project and those across the state. Plans to offer content coaching and collaborative inquiry will increase teacher knowledge and provide them with opportunities to be leaders in their fields (e37-39).

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 applicant has designed a unique program that will service three cohorts of in-service teachers and teacher candidates. Modeling using research studies meeting WWC standards increases the likelihood of improvements to teaching and student achievement (e40). Providing an opportunity for teachers to collaborate by sharing Teaching Cases and looking at Student Work, the applicant can ensure that the project has an instructional focus (e41). The organization of learning outlined with learning trajectories creates direct pathways to understanding learning concepts and will assist teachers with identifying areas where interventions are needed. The project's collaborative approach will ensure that the project can be sustained and that all stakeholders are aligned with ensuing student success.

The application is supported by strong theory. The explanation that the project's virtual teacher learning is similar in design to the Prime Online program provides strong evidence that the current project can be replicated to have similar outcomes with PK-2 teachers. The logic model on page e40 has a clear focus of increasing student achievement and providing teachers with resources, support and evaluative tools that will expand their knowledge. These plans can provide opportunities for enhanced teacher leadership and could potentially be the key to yearly retention because the applicant has provided opportunities for learning to be self-directed and relevant.

Plans to create an accessible video bank of teaching practices demonstrates that the university is meeting the needs of all adult learning styles (e46). Plans to utilize the UNF Digital Common website to post videos, training materials, lesson plans and state standards are effective ways to disseminate information in a common location. The university's description to present findings in journals, publications, research presentations and conferences is well described and aligned with the grant notice (e47).

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:

Three detailed goals are included in the project narrative. The goals, responsibilities and objectives outlined in Table 3 are specific and describe expectations for each year of funding (e49-51). The applicant has provided an extensive list of information on how to increase student achievement. Plans to administer multiple formative assessments will ensure that students are meeting academic targets (e209).

The applicant has identified a primary investigator and three co-investigators. Responsibilities for each person are specific and are appropriately described and will ensure that goals will be overseen by key stakeholders (e49). Plans to create a leadership team are aligned with the grant notice and will hold all participants accountable for ensuring project success. Table 3 located on page e49 includes a timeline that describes efforts to develop coursework, implement technology, recruit teachers and yearly evaluate the success of implementation. Plans to hire an outside evaluator are realistic and will ensure objectivity when analyzing program outcomes (e49).

Efforts to provide feedback have been thoroughly described. By creating cohorts of learning, the applicant is providing opportunities for collaboration by sequencing learning (e44). Collection of artifacts and providing feedback quarterly is realistic (e51). Plans to also create video banks will provide continuous access to resources, can serve as evaluation tools and can increase student and teacher learning outcomes (e45). The plan to create virtual protocols is justified and can serve as a supportive resource (e45).

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:

Methods of evaluation utilizing power analysis are appropriate. Included within the application are descriptions to analyze within year 2 and 3 of project implementation and to provide a comprehensive report upon completion of funding (e54). Plans to collect student and teacher data will provide insight on the effectiveness of the program. The evaluation plans to study the behaviors of those participating and compare it to non-participants are reasonable(e54).

Collection of feedback quarterly is reasonable (e57). By providing online learning to in-service and preservice teachers the applicant is supporting teachers early in their careers and creating a space where teachers can engage in dialogue and provide feedback. In doing so, the university can reform the way professional development is offered for years to come. The video artifacts created in classes will service as a resource and as tools to understand student learning. This body of research can provide insight into student problem solving skills (e53).

The educators involved in this study will have three pathways of learning. Participants can earn graduate course credit, District PD credit, or micro-credential badges (e27, e53). The cohort format allows for collaboration and opportunities to host critical conversations on student learning. The self-guided design will increase efficacy and create opportunities for teachers to take ownership in their learning and become future leaders. Performance measures are included in the appendix of the application and are aligned to the goals of the project (e234-238).

Weaknesses:

No weakness 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:

Project InTERSECT is designed to support student learning in computer science, math and science. Four virtual segmented modules will be presented to PK-2 teachers to assist with engaging teachers in strong instructional practices and will allow all students to think critically and problem solve. Teachers will be engaged in learning for three semesters. Teachers will learn to move beyond traditional thinking and gains skills in building models, manipulatives, and simulations. The applicant plans to support the professional development of 180 educators as they gain knowledge that will lead to increased student achievement for potentially over 3,000 students.

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 applicant has a desire to foster self-regulation in Pk-2 students. There is an apparent need to introduce grade appropriate project-based learning STEM learning opportunities to students in early grade levels (e15, e17, e23).

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:

Program implementation will take place in 74 high-need schools of which 17 are located in Qualified Opportunity Zones. The census tract numbers for each eligible school have been provided on pages e190-193.

This online professional development tool will support PK-2 teachers as they enhance their pedagogical knowledge and provide opportunities for critical thinking to occur in earlier stages of the learning process.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

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Technical Review Coversheet

Applicant: University of North Florida (S423A200013)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	25
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	90
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	100

Technical Review Form

Panel #1 - SEED - 1: 84.423A

Reader #2: *****

Applicant: University of North Florida (S423A200013)

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:

- With an outstanding and ambitious project design, the applicant proposes a project that is synergistic with the priorities of the SEED grant as indicated in the notice. The professional development proposed is personalized, customizable and includes STEM and SL skillsets to support teacher pedagogical content knowledge. (p. e21)
- The project plan is derived from evidence-based studies that meet WWC standards with and without reservations. A combination of strategies from these studies has created a proposed project that is designed with ample duration and intensity to transform educator readiness and capacity. (p. e21)
- The applicant's proposal provides persuasive evidence that the project will meet the needs of both veteran and novice teachers as they seek to increase their competencies in STEM-C and SEL through personalized developmentally appropriate professional development trainings. (p. e34)
- The applicant's proposal includes an impressive list of project community partners and alludes to the potential to partner with these community partners to sustain the project after the grant period is concluded. (p. e38)

Weaknesses:

- The applicant's proposal discussed the simulation type experiences online to teach the STEM skills to teachers but could be improved with more elaboration on this and an example. (p. e24)
- The proposal discusses the partnership that would support the program but does not include the plan for how those organizations will incorporate the proposal into their work after the end of the grant period. (p. e37)
- Although very robust and multifaceted, it is unclear the day to day management procedures that will be put in place to ensure that the research plan will be conducted as proposed. (p. e47)
- The applicant's proposal could be strengthened by including a discussion of differentiated learning needs for adult learners. Although the program plan provides details about the varied modes of participating in the professional development, it does not detail how the program might provide differentiated learning modes for teachers who do not thrive in an online learning environment. (p. e25)

Reader's Score: 25

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:

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(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's proposal includes impressive project goals including stackable credentials and multiple pathways for training thereby utilizing the power of personalization to develop transformational learning in teachers. (p. e46)
- The applicant's program Logic Model is a strength of this proposal and clearly shows the connection between the project design and project outcomes that have the potential to improve teacher pedagogy and student learning. (p. e40)
- This innovative project design has the potential to be a model for how to incorporate problem based learning into the PK-2 classroom integrating STEM curriculum and socio emotional learning. (p. e43).
- The applicant's proposal includes an extensive dissemination strategy that will ensure that all stakeholders have access to information about project outcomes. A strength of this plan is the tailoring of dissemination strategy to specific stakeholders to ensure the information that is shared is meaningful. (p. e48)

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:

- Project objectives and goals are bold and metrics proposed to assess and ensure continuous improvement of the project are appropriate, robust and multifaceted. (p. e209).
- The applicant proposes a robust management plan and detailed timeline for project activities. A strength of this proposal is the composition of the project leadership team, which includes members with the necessary expertise to ensure project goals and objectives will be implemented. (p. e49)
- In addition to formative metrics, the applicants considered feedback and continuous improvement by designing the study in a phased implementation. This is an impressive design feature that ensures adequate time to implement changes based on formative feedback. (p. e51)

Weaknesses:

No weaknesses 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 proposal includes a rigorous project evaluation prioritizing recruitment of teacher participants at schools in QOZs. This research design is impressive in that the applicants are ensuring that project goals and objective are effective in meeting the needs of the most marginalized students. (p. e53, e205)
- The applicant's proposal demonstrates an extensive evaluation plan with multiple sources and various timeframes. Most remarkable about this evaluation plan is the extensive training evaluators will receive as well as the deliberate research plan applicants have established to ensure reliability of study findings. (p e56)
- The applicant's proposal includes manifold variables, both qualitative and quantitative, to determine whether project goals and objectives have been met. These measures are clearly derived from the project goals and objectives, measurable and appropriate. (p. e209, e234)

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 an impressive and dynamic developmentally appropriate STEM focused curriculum to support computation learning strategies for students throughout all elementary subjects (p. e24)

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 provides a compelling rationale for the integration of self-regulation into the curriculum to support student's overall critical thinking and reasoning skills. Moreover, it makes a clear connection between teaching of self-regulation and equipping students with skillsets that will help them work toward long-term goals. (p. e23)

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:

(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's proposal provides a clear presentation of the number of schools in the QOZs. The project could be implemented in seventeen schools in QOZs.(p. e190)
- The applicant's proposal is strengthened by the inclusion of Table 2 Student Achievement and Demographics, which clearly provides the reader information about the academic performance of students at schools within the program and the need for intervention to improve student outcomes. (p. e34)

Weaknesses:

No weaknesses identified.

Reader's Score: 5

Status: Submitted

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Status: Submitted

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Technical Review Coversheet

Applicant: University of North Florida (S423A200013)

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	19
Quality of the Project Evaluation		
1. Project Evaluation	25	25
Sub Total	100	99
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	109

Technical Review Form

Panel #1 - SEED - 1: 84.423A

Reader #3: *****

Applicant: University of North Florida (S423A200013)

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.

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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 a clear focus on the areas to be served and the overall program design to increase new teachers' understanding of STEM+C and general professional development items (e17). The STEM+C gave increases in the training on the related content areas that were designed to increase the ability of the teachers to raise the rigor within these subjects.

The narrative states sound rationale for the overall training concepts (e20-e21) which provides a clear framework for the overall program. The combination of SEL and content areas will allow the public-school students of the trained teachers to have a wide range of their needs met in a manner that will both increase academics and allow these targeted students to have non-academic needs met that do effect learning.

The narrative provides clear methods to include SEL (Social Emotional Learning) within the overall training model (e22-e24) which gives an overall sound system for addressing the needs of the targeted teachers and their public-school students.

The narrative states an adequate system for teachers to obtain multi-credentials (e26-e27) which provides greater abilities for the program to meet the overall needs for the training program. The range of methods to increase meeting the needs of the teachers with credentialing will raise the overall abilities of these staff to meet public-school student needs.

2) The narrative (e22-e26) provides a clear overview of the research base for training and general items which effectively demonstrates that the professional development will be at level to effect positive outcomes for the teachers. This research framed the overall STEM+C and SEL focused training to allow the full range of public-school student needs to be met.

The narrative extends the overall system of training to show how their overall system will increase STEM+C staff development (e26-e29) and how this training integrates with overall professional development systems for the teachers.

This will allow the teachers who are trained to increase their skill-sets related to providing sound lessons to the public-school students in a manner that addresses academic and SEL needs.

The narrative's development of personal learning pathways (e29-e33) effectively shows ways that the specific needs of the teachers can be met in a manner that allows them to have better understanding of effective teaching methods along with the research base that was used to frame these trainings. The model of STEM+C and SEL combined into joint training system provides the teachers with specific skill-sets that will allow the rigor of the teaching to be increased.

3) The narrative (e34-e36) provides a clear rationale for the public-school student needs for access to highly trained teachers with clear demographic needs for the targeted grade levels with ties back to state standard testing methods which will be used to determine the results of the training on these students' academic outcomes. The school teachers who will be the focus of the training are from high-needs campuses that have clear objective public-school student needs that are well documented to effectively establish that the overall goals of this grant are being met.

The narrative (e34-e36) states clear expanded training methods with research base for these methods of increasing the targeted teachers' abilities to have greater effectiveness in the classroom. The STEM+C and SEL credentialing was developed from the research which assures that the WWC standards for effective learning will be met.

4) The narrative (e37-e39) provides sound development of the overall various activities that will be linked to the overall training system which are effectively tied to the STEM+C and grade level programs. The STEM+C and the current grade-level aspects of the professional development will allow the teachers to gain skills that will better meet the public-school students' needs for better instruction that is focused on measurable outcomes.

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 (e39-e43) provides a clear and well-developed rationale for the magnitude and importance of the results which shows overall methods by which they expect public-student learning improvement based on the training of their teachers.

The narrative development of the logic model (e40) provide a sound graphic organization for the overall effects of the training program. The logic model's evaluation items provide a clear method to determine the effects of the increases in teachers' abilities related to content and non-academic items. This will meet the needs of the targeted students in manner that will increase academic performance.

2) The narrative (e43-e46) provides adequate methods to determine the effects of the training on the abilities of the teachers (and their students) to increase the targeted grade-level students' understanding on STEM+C standards.

The narrative provides (e43-e46) additional development of how the training program created would provide increased general knowledge of how to provide these grades STEM+C framework. The narrative provides a sound research base to the professional development items to be done which is effectively linked to increases in public-students' academic performance.

3) The narrative (e46-e47) states how conference systems, web-access, teacher systems, general publishing of information, etc. would be used to provide methods to disseminate information about the effects of the program on the public-school students' outcomes along with teacher results which clearly shows that they will provide information in a timely manner.

Weaknesses:

1) None were noted.

2) None were noted.

3) None were 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:

1) The narrative developed three clear goals for the program (e47-e49) that provides adequate training goals for the targeted grade levels that were aligned to the overall STEM+C staff development. These goals provide the framing of the STEM+C and SEL credentialing items which are the ways that the professional development will be focused on raising public-students' measured performance.

The narrative (e47-e49) gave adequate STEM+C outcomes which will allow the overall effects of the training to be determined. These outcomes are effectively tied to the state standards for learning. The linkage of the professional development to the classroom clearly shows that the teachers will learn how to create day-to-day lessons that move the learning and measured performance of the targeted students.

2) The narrative (e49) states clear roles for the staff and provides adequate timelines (e49-e51) which gives a sound system of management on these specific items. The staff qualifications are clear and tied to their roles within the program. The staff members have enough time to provide these services. The overall plan for the life-cycle of the program will allow for the various activities to be done as related to the professional development.

3) The narrative (e52-e53) states an adequate plan for providing general feedback to the stakeholders and the development of video-lessons which will provide qualitative data on the overall functioning of the program. The feedback given to the school stakeholders will allow them to build the findings of the program into the overall improvement plans for each of the schools.

Weaknesses:

1) The narrative did not fully develop with the early elementary grades (e47-e49) how the teaching of English Language Arts (ELA) would be integrated into the overall program which is required given that at these grade levels learning to read is a key item that all other instruction is based on.

2) None were noted.

3) None were noted.

Reader's Score: 19

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 states that WWC standards will be used to drive the evaluations (e53-e55) and gave adequate examples of the methods that would be used in this process. The research base developed in the narrative will allow the applicant to build on in a manner that allows for WWC standards being met to be determined. The outcomes predicted will provide the baseline for determining the objective measures by which changes in public-school student performance will be determined.

The narrative (e53-e55) states that the WWC standards would be met with reservations which shows the level of research that will be done. The direct linkage of the applicant's analysis to the WWC system for determining the effectiveness of programs will allow the overall effective of the professional development to be determined in manner that will move this program to meeting WWC standards for being included as a future research base for increasing teacher training.

2) The narrative (e55-e57) states adequate methods for the overall determination of the effects of the training with a research basis for the statements being sound with the quarterly formative evaluations providing basic methods to improve the programs.

3) The narrative (e57-e59) states that quantitative and qualitative data will be collected and provides how these data will be used in the evaluations. The inclusion of both types of data assures that the applicant will have a larger range of methods to determine the total effects of the program on the teachers and the targeted students.

The narrative (e57-e59) provides a clear set of research questions and how the various teacher training system effectiveness will be determined which provides an adequate overview of the full evaluation system.

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 applicant has a very clear STEM+C focus to build the overall training concepts around (e17, e20-e21). The overall narrative has training on these concepts that are integrated into the overall professional development system. The STEM+C and SEL professional development credentials provides a sound roadmap for the professional development focused towards increasing public-school students' outcomes. The applicant's program will allow new teachers to have better understanding of these STEM/SEL concepts while increasing their general abilities to be effective teachers. The professional development is focused to meeting targeted student needs in a manner that allows the overall knowledge base for effective teaching to be increased. The narrative effectively ties the training to WWC standards (e21-e22). This link to WWC methods will allow this research to be included in the overall knowledge base for developing effective teacher training.

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 integrated SEL into the overall training system (e22-e24) which provides clear methods for the teachers to create methods to create positive relationships. The SEL system is designed to give the public-school students the non-academic skills that promote academic performance. This will allow these students to understand better ways to make positive connection with others.

ii) The SEL and other training for teachers will allow them to create classroom lessons that promote public-students' overall abilities (e17, e22-e24, e24-e25). The combination of STEM+C and SEL gives the targeted students both the content knowledge and the personal framing to increase their abilities to have academic and life success.

iii) The SEL system (e22-e24) was the method by which self-esteem of the public-school students would be addressed. This program builds the framework that will increase the targeted students' ability to have the soft-skills that increase their ability to effectively work with others. These actions will allow these targeted students to increase their ability to be effective at demonstrating the knowledge that they have gained for the STEM+C items. This will allow their success to be real and measurable on standardized testing of abilities.

iv) The linkage of the STEM+C (throughout narrative) for the overall training concept would provide the students would be taught problem solving skills. This effective linkage of the various content areas will increase the targeted students' abilities to solve real world problems and meet state standards for these subject areas. The overall abilities of the students to have positive academic performance will be increased by their teachers' professional development.

v) The SEL training (e17, e22-e24, e24-e25) provides the overall system for the public-school students to increase their self-regulation. The increasing direct teaching of soft-skills that promotes life success will allow the targeted students to see that they can reach long-term goals. When they learn these concepts the public-school students will be able to have internal control for their learning activities and increase their ability to achieve long-term goals.

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 applicant (e74-e76) provides the census tract numbers for the QOZ zones.

ii) Throughout the narrative the applicant states the various training programs that will be done. The narrative effectively shows that the combination of STEM+C and SEL professional development items will promote real changes at the schools. These changes will allow the QOZ-students to have better instruction that is focused on meeting overall academic performance goals while meeting state standards for learning in these content areas.

Weaknesses:

i) None were noted.

ii) None were noted.

Reader's Score: 5

Status: Submitted

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