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

Technical Review Coversheet

Applicant: Urban Teacher Center, Inc. (S423A200010)
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: Urban Teacher Center, Inc. (S423A200010)

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:

   Urban Teacher Center, Inc. is seeking $10,804,238.19 in grant funding to support the Growth, Accessibility and Inclusion Network (G.A.I.N.) project. The national non-profit has created a project with three project goals that include implementing SEL competencies, providing professional development at patterning schools and increasing the number of effective novice teachers as they deliver SEL instruction. The SEL training provided to teachers is unique in that it will focus on the needs of both general education and special education students. The applicant has a done a good job of providing a commitment to increasing student achievement on a national platform. Plans to continue to provide support to educators in Baltimore, Washington DC, and Dallas are outlined in the proposal. Desires to support future educators in Philadelphia with grant funding is impressive.

   The applicant has described a clear need to provide social emotional learning professional development. Efforts to support a large number of teachers are ambitious. These efforts will allow development of high-quality teachers to support urban students. Included in the design of the application are plans to recruit, place, and develop 570 new public-school teachers by providing SEL professional development modules (e22). The module development design allows teachers to engage in self-paced learning. With this design, teachers can be collaborators in their own learning.

   The non-profit has described an impressive plan to increase student achievement by providing high-quality training to public school teachers. Plans to recruit teachers of color demonstrates the importance of cultural relevancy and its impact on social emotional learning (e24).

   Within the application is a solid history of developing quality teachers. Described as having 10 years of success working with teachers, the applicant desires to build upon current in-service models to support training teachers as they prepare to teach high-need students (e24). The organization's partnership with Johns Hopkins to train teachers as they become certified has been described (e32). Plans to require a four-year commitment from recruits (one-year residency and three years teaching) demonstrates the understanding that high teacher turnover is not effective when attempting to encourage growth within a school system.

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:

   Desires to provide opportunities for self-reflection while building healthy relationships and problem-solving are included in the design of the program (e33). The applicant has done a good job explaining the importance of incorporating social emotional skills into the written curriculum. The outline of SEL coursework is included within the application and there is apparent need to develop the student as a whole. It is impressive that the applicant understands and is relaying that student self-management and reflection are needed for both academic and emotional growth. Plans to provide over 40 hours of professional development, 28 hours of collaborative learning, 10 hours of coaching and observation and over 2 hours of reflection on follow-up activities can ensure that teachers are equipped to learn from others and ensure that students can problem-solve and self-regulate learning while becoming productive citizens (e40).

   There is a clear understanding that student growth goes beyond academic content. Urban Teacher Center has effectively explained that the current study adds to the body of SEL knowledge due to the limited formal stand-alone resources provided within the subject area (e36).   Including social emotional training and aligning the modules with current special education, MTSS and RTI tiered instructional systems of support are realistic and can add to current practices in the field of study. It is commendable that the applicant understands that the one-size fits all model does not effectively increase student achievement. By purposefully recruiting teachers of color, the applicant can contribute to the advancement of culturally relevant teaching (e34).

   Included are plans to disseminate results of the study upon completion of the grant. Plans to create an avenue to share professional development with special education teachers are appropriate (e53). The non-profit has provided an extensive list of plans to share findings with various stakeholders. Included are plans to disseminate information via social media, websites, and research papers. Plans to share results with teachers, policy makers preparation programs and future applicants are efficiently described (e54-55).

   Weaknesses:

   No weakness noted.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

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

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

   (2) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

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

   Strengths:

   The goals of the project are clearly outlined. Included in the grant application is a logic model that details the inputs, strategies, outputs, short-term outcomes, mid-term outcomes and long-term outcomes. Plans to support teacher development in math, English and special education while incorporating social emotional learning are justified (e150-151).

   Plans for Urban Teachers' Director of Policy and Business Development to oversee project implementation are appropriate (e56). The development of a Project Leadership Team that is designed to meet monthly, will ensure that multiple people are held responsible for ensuring the project's success. The applicant has done a good job of describing the composition of the leadership team (e56-59). A timeline of completion with data sources aligned with each outcome is provided (e158-162). The applicant has clearly defined the owner of each milestone that is aligned with the project strategies. Plans to collaborate with patterning schools to develop SEL learning for network teachers are aligned with the overarching goals of the project (e164).

   Creation of an advisory committee to gain feedback and demonstrates a commitment to ensure that multiple stakeholders are invested into the project's success. Plans for the advisory committee to be composed of program participants, applicants, network teachers, school leaders, district partners, policymakers and other preparation organizations is realistic (e59). The usage of feedback to assist with long-term planning will help support the project's initiatives. Plans to collect feedback from surveys created with the assistance of the AIR, the external evaluator are reasonable.

   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:

Collection of both qualitative and quantitative data to measure the effectiveness of the project meeting WWC standards without reservations is evident. The applicant has included an extensive list of outcomes and collected data sources to measure the impact of the program (e62-63). The collection of a variety of data tools will ensure objectivity of the project. Details that AIR will examine changes in teacher SEL classroom practices and student achievement after this first year of implementation to measure effectiveness and impact of outside factors (student disciplinary referrals and attendance) can provide insight on teacher-student level outcomes. Plans to also evaluate the classroom practices and the students' achievement of treatment and control groups are aligned with the goals of the project (e64).

It is evident that the applicant has a clear plan to hear from all stakeholders and has detailed plans to create formal evaluation to obtain feedback. Plans to collect student achievement, surveys, interviews, and teacher evaluation data will assist with assessing progress toward the intended outcomes. The applicant has appropriately described that findings will be used to inform decisions and make improvements (e66).

The performance measures included are aligned with the goals of the project (e201-207). Plans that after SEL professional development, 66% of participating teachers will be rated highly-effective are realistic and can be achieved with grant funding.

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:

The applicant has provided detailed professional development plans. Included throughout the project's narrative are professional development plans that outline in-service activities in math, English and special education. Teachers participating in the Urban Teacher Center program will have the opportunity to enhance learning at their own pace and have access to tools to increase student achievement. The applicant has done a good job describing the desire to enhance its recruitment and selection processes of increasing the supply of teaching candidates in critical STEM areas (e28).

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 designed a two-year program of professional development that includes components of social emotional learning. The training will support both general education and special education students. The focus of the project is aligned with the 5 components of training. This proposal's narrative is centered on engaging teachers in critical academic conversations by using data and interventions to support the academic and emotional needs of students (e30).

    Weaknesses:

    No weakness 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:

    A listing of 55 partner schools and each census tract number for the Qualified Opportunity Zones has been included in the application (e154-156). The applicant has demonstrated a commitment to placing recruits in high-need schools located in Qualified Opportunity Zones.

    Weaknesses:

    No weaknesses noted.

Reader's Score: **5**

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

Technical Review Coversheet

Applicant: Urban Teacher Center, Inc. (S423A200010)
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	1
	Sub Total	3	1
Competitive Preference Priority			
Fostering Knowledge and Promoting Development			
1. CPP2		2	2
Spurring Opportunity Zone Investment			
1. CPP3		5	5
	Sub Total	7	7
	Total	110	108

Technical Review Form

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

Applicant: Urban Teacher Center, Inc. (S423A200010)

Questions

Selection Criteria - Quality of Project Design

1. **The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

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

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

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

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

   Strengths:
   •   The project design is feasible and the applicant has demonstrated success recruiting and training diverse teachers. A strength of the applicant's proposal is the required commitment of teachers in the program to teach in schools, many of which are in QOZs. The program includes a 14-month residency plus a 3-year commitment to teach. This length of time increases the opportunity for the teacher to receive support in STEM and culturally relevant pedagogy instruction as well as supports positive academic outcomes for students. (p. e24)
   •   A strength of the applicant's proposal is the connection of the teacher training and educational pedagogy instruction to Johns Hopkins University, a nationally ranked higher education program providing innovative and best-practice based instruction. Anchoring this teacher certification program in this exceptional, highly respected, and well known education institution ensures that the training will be research-based and focused on best practices. (p. e28)
   •   Two impressive aspects of the applicant's proposal are the rigorous selection process that is used to evaluate potential program participants to ensure the applicants have the disposition to work in high-need schools and the intentional recruitment of diverse teacher applicants. (p. e28, e42)
   •   An additional strength of this proposal is the robust and comprehensive training model which provides teacher training prior to entering the classroom (pre-work), in-person seminars, and post seminar application of topic. This 3-prong approach provides reinforcement of learning objectives for transformational learning. (p. e41)
   •   The applicant's proposal emphasizes a strong focus on SEL for teacher preparation, which ultimately provides teachers with tools and competencies to support student needs in the classroom. (p. e30)
   •   The applicant has proposed a dynamic funding model for the program to provide sustainability including philanthropic, business and participant fee support. Given that this professional development is an addition to a currently successful business model for providing alternative teacher certification, there is strong evidence that the program will be sustained after the completion of the grant period. (p. e44)

   Weaknesses:
   No weaknesses were identified.

Reader's Score: 35

Selection Criteria - Significance

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

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

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

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

   Strengths:

   • The applicant's proposal includes a concise and thorough discussion of how the research-based professional development will lead to the creation of culturally competent training in teacher participants. Curriculum will be grounded in CASEL-identified SEL core competencies and evidence-based interventions. (p. e36)
   • The applicant proposal includes a dynamic and comprehensive dissemination plan, including sharing information to both academic and public audiences through white papers, presentations and social media. (p. e53)
   • A unique aspect of the applicant's proposal is the specific focus on SEL interventions to support students with disabilities. This targeted focus is welcomed given the number of students at high-needs schools that might need differentiated support to experience academic achievement. (p. e51)

   Weaknesses:

   No weaknesses were identified.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

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

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

   (2) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

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

   Strengths:

   • The applicant's proposal provides focused and measureable goals for the program. A significant indicator of success is the inclusion of the Gantt chart to delineate the implementation timeline for the project. (p. e159)
   • The proposal provides an impressive detailing of the curriculum for the SEL Breakdown of the SEL training (p.

e38)
•   An efficient aspect of this applicant's project is the use of the Asana project management tool to ensure that the project timelines are maintained. The central hub provides seamless communication of project objectives, deliverables and team member responsibilities, thereby providing constant progress on project goals. (p. e60)
•   The project proposal provides a sufficient description of the formative assessment measures that will be sure to ensure that the project team is receiving information about the progress on project goals and the project is meeting its objectives. (p. e67)

Weaknesses:

No weaknesses were 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:

   •   A strength of this applicant's proposal is the use of outside research support and analysis of the evaluation of the components of the program. The complete separation of the evaluation portion of the process from the program delivery portion allows the project management team to focus on the development, management and dissemination of the results of the program. The proposed study is designed to meet WWC standards without reservations. (p. e65)
   •   A strength of this applicant's proposal is the incorporation of various data methods for data evaluation coupled with the analytical information. The evaluation plan is robust and includes feedback from all stakeholders, and is sufficient to measure the goals and objectives of the proposed plan. (p. e67)
   •   The project evaluation plan includes a thorough and relevant list of qualitative and quantitative data methods to measure program objectives with feedback provided from multiple stakeholders including teachers participating in the professional development program, staff organizing and conducting the program, and students who are learning from teachers participating in the professional development program. (p. e67, e201)

   Weaknesses:

   No weaknesses were 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:

   • An innovative aspect of this applicant's proposal is the leveraging of a currently funded grant to identify Black teachers to support the goal of increasing the number of diverse teachers who are certified to teach STEM fundamentals and secondary mathematics. (p. e23, e28)

   Weaknesses:

   • The applicant's proposal mentions inclusion of STEM in the professional development, but does not provide detail on how a STEM curriculum will be incorporated into the professional development. Without this information the applicant did not sufficiently address the criterion. (p. e29)

Reader's Score: 1

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:

   • A strength of this applicant's proposal is the use of the nationally known and validated CASEL model for the development of the socio emotional development competencies for teacher education ensuring that the SEL competencies' learning objectives that are proposed in the project will be research-based. (p. e29, e33)
   • An exceptional aspect of this proposal is the incorporation of SEL throughout all of the professional development; particularly the inclusion of culturally responsive pedagogy and trauma-based pedagogy as well as the inclusion of curriculum that discusses SEL challenges for students with disabilities. (p. e30)

   Weaknesses:

   No weaknesses were 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:

•   An admirable strength of this applicant's proposal is their partnership with high-needs schools for the placement of novice teachers in the QOZ schools. Currently the program places teachers in 80 schools in QOZs. (p. e31, e154)
•   A strength of this proposal is the applicant's use of the clustering approach to support novice teachers and provide them with strategies to support the students and impact in the schools .(p. e31)

Weaknesses:

No weaknesses were identified.

Reader's Score: 5

Status: Submitted
Last Updated: 07/24/2020 11:31 AM

Technical Review Coversheet

Applicant: Urban Teacher Center, Inc. (S423A200010)
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	2
	Sub Total	3	2
Competitive Preference Priority			
Fostering Knowledge and Promoting Development			
1. CPP2		2	2
Spurring Opportunity Zone Investment			
1. CPP3		5	5
	Sub Total	7	7
	Total	110	108

Technical Review Form

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

Applicant: Urban Teacher Center, Inc. (S423A200010)

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:

    1) The narrative states clearly that the program will support novice teachers in several locations (e.g., Baltimore, MD; Washington, DC; and Dallas, TX - e19), which effectively establishes that the program is supporting the goals of this grant program.

    The narrative provides a sound development of the role of Social Emotional Learning (SEL) as an overall part of the support provided to the novice teachers (e22-e23).

    The narrative states multi-certifications (e.g., elementary education, secondary mathematics, secondary English, Special Education, English as a Second Language) which will allow the various schools in the locations to have access to qualified staff in a wide-range of teaching fields (e23-e25).

    2) The narrative provides a sound framework for the overall professional development that will be provided to the novice teachers (e32-e33) along with an overview of the SEL (e33-e41) that is focused on increasing the novice teacher's abilities related to the public-school students taught.

    3) The narrative (e41-e43) provides an adequate rationale of how the overall training and support system will allow the novice teachers to have a better understanding of the needs of their public-school students along with providing the targeted schools with stable and committed teachers.

    The narrative provides a clear framework for how they view SEL training as a method to provide the novice teachers with the skills to be effective in the various settings where they will serve public-school students (e43-e44).

    4) The applicant's development of their historical results provides a good framing of the effects that they have had in

increasing the number of trained teachers provided to the targeted areas, which shows that the overall program developed is meeting overall grant goals (e44-e45).

The general methods by which SEL support would have long-term support are adequately developed and show that the system of the applicant is having general positive effects on meeting this need for the targeted schools (e46).

The narrative provides a sound overview of the leveraged funds that they have been able to obtain that support the overall concepts that they are attempting to develop with these methods of providing support to novice teachers (e46-e47). The additional resources show the community commitment to the training program along with starting the process of being able to sustain the program.

Weaknesses:

1) None were noted.

2) None were noted.

3) None were noted.

4) None were 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:

   1) The narrative has an adequate development of the overall rationale for the program that they are developing (e49-e50) that effectively blends research studies to the overall program developed to show the value for this type of system of training.

   2) The proposal provides a sound development of the effects and need for specific SEL training (e47-e49), which effectively establishes why the applicant has this as a major focus of the novice teacher training.

   The narrative provides a clear framework for how the applicant will advance the knowledge base for developing teacher training program targeting high-needs populations of public-school students (e50-e53) for the SEL concepts and the national need for these concepts to be included in teacher professional development.

3) The narrative (e53-e55) provides a very sound plan for dissemination of information concerning the program that they have developed along with a sound rationale for the benefits that this knowledge will bring to the field of teacher training (e52-e53).

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 provides an adequate narrative development of the goals and objectives for the overall program (e55-e56 with more details in the appendix: e149-e151, e158-e162) that provides sound items to be measured to show the effects of the training.

    2) The narrative states the overall qualifications of the senior staff (e55-e58 with appendix G giving full resumes) that effectively demonstrates that they will be able to provide the services stated in the proposal, which will lead to effective overall management of the program.

    The narrative provides sound development of all aspects of the operations of the program (e.g., training to fiscal management - e55-e56) along with a sound meeting schedule for the general work of the leadership team (e59).

    The appendix (e59, e159-e162, e163-e166) provides a timeline for the 3 years of the project which gives an overview of the operations of the program. The narrative frames the activities over the life of the grant in a manner that shows the progression of what the teachers will learn in manners that will assure the teachers understand why they are learning the items being taught.

    3) The narrative states clearly the outside evaluators and the applicant's systems for providing feedback (e59-e61), which

shows the overall system of having information concerning the effects of the program available.

Weaknesses:

1) None were noted.

2) None were noted.

3) The narrative does not fully develop how the local schools will be a part of the feedback system (e59-e61) to have a clear understanding of how the various school districts will determine the effectiveness of the program in meeting local needs. The Gantt Chart (e163-e166) only talked about three times of assessments (Fall, Spring, and Summer) which will limit their abilities to make more timely improvements. The methods by which the local schools would be included in the management of the program were not fully developed.

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 clearly the methods by which the outside evaluator will provide analysis at the What Works Clearinghouse (WWC) standards with sound research questions designed to determine the effects of the program (e61-e63 with extensions in the appendix).

   The narrative states a clear rationale for how this analysis will allow WWC standards to be met (e63-e65) along with giving good details on how the studies would be done.

   2) The narrative provides a sound 3-year system of analysis (e65-e66) that will be used to gain information concerning the progress of the program and provide methods to determine if the goals of the program are being met (e67-e72) for specific program activities.

   3) The narrative gives specific measures for program activities (e67-e72) that will produce a combination of quantitative and qualitative data that are being used to determine the effects of the program on meeting the goals and objectives stated.

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 states that STEM will be addressed by having elementary and secondary math novice teachers supported thorough the SEL and similar trainings (e25-e26), which provides a very basic method to support general STEM education.

   Weaknesses:

   The narrative does not fully develop the full STEM professional development aspects for providing STEM education in general. This expanded STEM development is required to provide overall STEM focused teacher training blended with the goals of increasing public-school students' performance. The SEL linkage was not extended to the normal content areas or computer science.

Reader's Score: 2

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's focus on SEL using the Collaborative for Academic, Social, and Emotional Learning
   (CASEL) and associated research and culturally relevant instructional strategies content for all program participants

provides an adequate system for the development of positive personal relationships with students (e26).

ii) The narrative provides an adequate development of the methods by which items will allow the CCP2 goals to be met (e29-e31) by having training designed to overcome obstacles by increasing public-school students' abilities. This gives general methods by which the teacher training will be used to create positive classrooms for the public-school students. The overall changes in the classroom will allow the public-school students to increase their abilities to overcome obstacles.

iii) The narrative states that the overall support through the teacher professional development to increase SEL abilities of the public-school students in this area.   These increases in the ability of the teacher to structure lessons that have SEL needs being met will lead to higher self-esteem for these students (e30). The professional development is designed to provide the teachers with specific methods of SEL supports that will increase the overall self-esteem of the public-school students when blended with their content skills improvements will create systems by which they will understand how to succeed.

iv) The narrative states that the training will increase problem-solving skills in the public-school students (e30-e31).

v) The narrative states that the training will provide the public-school students with self-regulation skills (e31).

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 states the various locations that are QOZs (e154-e157) with all three of the targeted communities having census tract numbers in this list). The listing of these tract numbers provides sound development of the specific QOZ areas to be served.

ii) The narrative provides general methods of support novice teachers in the QOZ area throughout the narrative along with extend development (e31) that provides based development of the novice teachers working in these areas.

Weaknesses:

i) None were noted.

ii) None were noted.

Reader's Score: 5

___

Status: Submitted
Last Updated: 07/24/2020 10:33 AM