

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

Status: Submitted

Last Updated: 06/07/2022 11:04 AM

Technical Review Coversheet

Applicant: High Point University (S336S220020)

Reader #1: *****

| | Points Possible | Points Scored |
|------------------------------------------|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Quality of Project Design | | |
| 1. Project Design | 30 | 30 |
| Quality of the Project Evaluation | | |
| 1. Project Evaluation | 20 | 20 |
| Adequacy of Resources | | |
| 1. Adequacy of Resources | 30 | 30 |
| Quality of the Management Plan | | |
| 1. Management Plan | 20 | 20 |
| Priority Questions | | |
| Competitive Preference Priority | | |
| Competitive Preference Priority 1 | | |
| 1. Educator Diversity | 4 | 4 |
| Competitive Preference Priority 2 | | |
| 1. Diverse Workforce | 3 | 3 |
| Competitive Preference Priority 3 | | |
| 1. Meeting Student Needs | 2 | 2 |
| Competitive Preference Priority 4 | | |
| 1. Promoting Equity | 2 | 2 |
| Invitational Priority | | |
| Invitational Priority | | |
| 1. Grow Your Own | 0 | 0 |
| Total | 111 | 111 |

Technical Review Form

Panel #9 - Panel - 9: 84.336S

Reader #1: *****

Applicant: High Point University (S336S220020)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of the Project Design (30 points)

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:

- (i) The extent to which the proposed project demonstrates a rationale.
- (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
- (v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
- (vi) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Strengths:

(i) The applicant demonstrates a rationale for the proposed project that is supported by a logic model and evidence-based research that addresses all elements of the project, designed to increase student achievement in high-need schools. (e 19, 173)

(ii) There are three clear program goals with measurable objectives to coordinate program elements and provide baseline for determining how the implementation process will target project outcomes. For example, one of the goals is to increase recruitment, retention, and training of residency students in master's level programs, from recent graduates or mid-career professionals and attain state certification for principals within one year of program completion. The applicant proposes that 80% or more will have attained state certification and licensure within one year of program completion. (e 23)

Each program goal contains the corresponding implementation and measurable objectives. The goals and objectives are clearly specified, and they are appropriate to achieve the desired program outcomes. (e 24-26)

(iii) The proposed project, PREPARE, focuses on a comprehensive plan to improve teaching and learning, with strategies and services that support high-quality methodologies and rigorous standards. A rigorous track requires that elementary residents take 12 hours of experiential coursework towards the state teaching license in phase 1. Phase 2 requires that participants must have a 3.0 GPA or higher, complete 24 hours of additional graduate work, a capstone project and pass the comprehensive content area and exam. (e 28)

(iv) The proposed project provides an extensive account of evidence-based research and practices and knowledge of the needs of the target area. For example, the applicant uses practice-based approaches "to deepen the residents' skillsets through direct practice in authentic settings producing increased educator effectiveness and retention" (Hollins & Warner, 2021) (e40, 173)

(v) The applicant describes how the project design has built-in indicators for continuous improvement that will provide ongoing assessments. The Logic Model will serve as a tool to determine what works, why, and other elements leading to outcome evaluation, program leadership will revisit quarterly to determine implementation fidelity, if any modifications are needed, they can be efficiently identified to attain the desired outcomes. (e 41)

(vi) The proposed program will build capacity by improving the content knowledge and pedagogy of 75 highly qualified teachers, in cohorts of 25, and prepare 60 new school leaders with high-quality support for sustained

instructional improvement. (e 42)

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. B. Quality of the Project Evaluation (20 points)

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:

- (i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.**
- (ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

Strengths:

- (i) The applicant provides an excellent account on the methods of evaluation, the proposal includes an evaluation plan that utilizes summative and formative methods with quantitative and qualitative data, necessary to measure validity and reliability when addressing a clear focus of the proposed services and desired outcomes. The applicant will use a mixed-methods approach that will provide valid and reliable data with focused research questions and data from multiple sources for triangulation. The methods are feasible, appropriate to address the program goals. (e43)**
- (ii) The evaluation methods are thorough, feasible and appropriate, providing measurable goals and objectives and determine if the desired outcomes were achieved. The Logic Model guides the foundation for the program design, evaluation, and program findings. The appropriate measurement tools and methodologies are included. (e 46)**

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

- (i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.**
- (ii) The extent to which the budget is adequate to support the proposed project.**
- (iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**
- (iv) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad**

support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.

(v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

(i) The level of support to the program is strong, the applicant describes the in-kind resources provided to the project: furniture and equipment, facilities, supplies, technology, personnel match, like the Dean of the School of Education will contribute 0.15 FTE, a minimum of 12 hours per week. A total of 23 faculty will deliver the MAT coursework to the resident teachers at a cost of approximately \$566,373 for five years and overall total contributions match for 5 years of \$10,164,182. (e 52)

(ii) The applicant proposes an excellent budget proposal, the an adequate with a budget request of \$10M for the five-year period and the corresponding cost share. The budget is adequate appropriate to serve the school districts and to support the scope of the services that include preparing 75 highly qualified teachers and 60 principals at the target high-need schools. (e 54)

(iii) The costs are reasonable and support high-quality strategies that will enhance the curriculum and services for access. The applicant describes average costs for providing program services for a resident teacher or principal equaling \$12,284, compared to the cost of replacing one school principal at \$22,275 or one teacher for \$20,000. Cost savings are evident with the interventions and intentional mentoring to be provided by the program. (e 55)

(iv) The applicant describes the strong commitment from the two IHEs, three eligible high-need LEAs with a total of 75 high-need schools that have provided a detailed, long-term commitment for implementation, and a multi-year financial model for sustainability after federal funding ends. (e56)

(v) The proposed project is relevant to outcomes experienced with evidence-based practices, supported by research. The applicant and partnerships have previously worked together in high-need LEAs in the state of NC, producing a teacher retention rate of 89.2%, significantly higher than the overall district's retention rate of 54.4%.

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

1. D. Quality of the Management Plan (20 points)

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

(i) 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.

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

Strengths:

(i) The applicant provides an excellent management plan that is well organized with activities addressing program objectives, benchmarks, timeline, and the staff responsible. Planning activities are listed, and tasks are identified along with person responsible for the delivery. For example, Year 1, Launch diversity-focused recruitment efforts starting on October 2022 and ongoing for the year, staff responsible: Program Director, Institutional Coach, and LEAs. (e61)

(ii) The applicant adequately provides a clear and thorough description on the commitment to include continuous improvement processes and assessments that are in place to ensure that any needed modifications can be identified and efficiently identified addressed to produce the desired program outcomes. Performance feedback includes the involvement of the Advisory Board comprised of graduates, faculty, LEA partners, the School of Education governing board, and program personnel.

An external evaluator will collaborate with program personnel to collect data before, during and after program activities are delivered, for review, analysis to ensure fidelity of implementation, assess progress in meeting goals and objectives and modify as needed. (e 67)

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Increasing Educator Diversity (Up to 4 points).

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or both of the following:

a) High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under Title III and Title V of the HEA) that include one year of high-quality clinical experiences)prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates.

b) Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.

Strengths:

(a) The applicant is a Minority Serving Institution in high need schools district that incorporates best practices to attract, support, retain, graduate and complete professional development, internships and licensure of underrepresented teacher candidates and increase educators' diversity. The proposal meets this Competitive Preference Priority. (e 20)

(b) The project is designed to address the teacher and leader shortages in the state of North Carolina and work with IHEs and LEAs to increase collaborations in the leadership program that include teacher residency programs and Principal Preparation Program. The program impacts high-need, high-poverty, districts and will recruit qualified individuals that will reflect the demographics of the district populations, improve the quality of novice teachers, and expand access to high quality professional development while increasing the rigor and depth of experiential elements in IHEs clinical experiences and provide licensure and certifications in areas of high need. (e 21)

Weaknesses:

No weaknesses noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

1. Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 3 points).

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

Strengths:

The applicant meets this Competitive Preference Priority by proposing a project to support and retain a diverse educator workforce to strengthen student learning through site-based mentor teachers, residency administrators through induction periods, rigorous and high-quality coursework. The target area experiences a significant inequity in students from underserved populations and the schools to serve them. Teachers in those districts do not have access to high quality comprehensive programs to prepare them with high standards programs to meet the demand for teachers in subject areas of high need and increase leader effectiveness. (e 22)

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. Meeting Student Social Emotional, and Academic Needs (Up to 2 points).

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through creating a positive, inclusive, and identity-safe climate at institutions of higher education, through one or more of the following activities:

- a) Fostering a sense of belonging and inclusion for underserved students.
- b) Implementing evidence-based practices for advancing student success for underserved students.

Strengths:

The proposed project addresses the social, emotional, academic, and career development and focuses on serving students by offering a curriculum supported by an Adapted Curriculum Learning Lab to teach and learn how to integrate assistive technologies. Other coursework contains typical and atypical development, students with special challenges, characteristics and delivery models, and behavioral intervention all fostering a sense of belonging and inclusion for underserved students. (e75)

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

1. Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2 points).

Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

a) In one or more of the following educational settings:

- (1) Early learning programs
- (2) Elementary school.
- (3) Middle school
- (4) High school
- (5) Career and technical education programs.
- (6) Out-of-school-time settings.
- (7) Alternative schools and programs.

b) That examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

Strengths:

The proposed project meets this Competitive Preference Priority by promoting educational equity for underserved students. The project includes pedagogical practices for professional development that are inclusive and supportive, addressing social emotional needs and creating an unbiased, equitable, identity-safe learning environment for their students. (e 22, 75)

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

1. Partnership Grants for the Establishment of Grow Your Own Programs

Projects that establish Grow Your Own programs that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.

Strengths:

The applicant addresses this Invitational Priority under Goal 2 of the proposal, to improve the racial and ethnic diversity through teacher and principal leaders and from "Grow Your Own" initiatives.

Weaknesses:

No weaknesses noted.

Reader's Score: **0**

Status: Submitted

Last Updated: 06/07/2022 11:04 AM

Status: Submitted

Last Updated: 06/07/2022 08:39 PM

Technical Review Coversheet

Applicant: High Point University (S336S220020)

Reader #2: *****

| | Points Possible | Points Scored |
|------------------------------------------|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Quality of Project Design | | |
| 1. Project Design | 30 | 30 |
| Quality of the Project Evaluation | | |
| 1. Project Evaluation | 20 | 20 |
| Adequacy of Resources | | |
| 1. Adequacy of Resources | 30 | 30 |
| Quality of the Management Plan | | |
| 1. Management Plan | 20 | 20 |
| | | |
| Priority Questions | | |
| Competitive Preference Priority | | |
| Competitive Preference Priority 1 | | |
| 1. Educator Diversity | 4 | 4 |
| Competitive Preference Priority 2 | | |
| 1. Diverse Workforce | 3 | 3 |
| Competitive Preference Priority 3 | | |
| 1. Meeting Student Needs | 2 | 2 |
| Competitive Preference Priority 4 | | |
| 1. Promoting Equity | 2 | 2 |
| | | |
| Invitational Priority | | |
| Invitational Priority | | |
| 1. Grow Your Own | 0 | 0 |
| | | |
| Total | 111 | 111 |

Technical Review Form

Panel #9 - Panel - 9: 84.336S

Reader #2: *****

Applicant: High Point University (S336S220020)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of the Project Design (30 points)

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:

- (i) The extent to which the proposed project demonstrates a rationale.
- (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
- (v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
- (vi) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Strengths:

The program was developed in response to the needs of 75 high-need schools within the Piedmont-Triad region of NC, (Target schools are Winston-Salem/Forsyth County, WS/FCS) as documented on Table 6 pg.e154 of application. The model will support a school leadership program that improves educator diversity, addresses critical staff shortages and retention in the high-needs schools and LEA.

The program design targets the following gaps identified in the needs assessment, pg. e152-163, teacher attrition, lack of qualified applicants, lack of credentialed elementary special education teachers, secondary math and science teachers, experienced and diverse teachers, experienced and diverse principals, lack of peer support for new teachers, and lack of professional development in strategic areas for teachers and school leaders.

Program recruitment is clearly aligned with the program goals and targeted to utilizing teacher residents from Grow Your Own Programs within the targeted high need areas.

The program delivers high quality diverse mentorship to teacher leader and residency graduates of PREPARE + by utilizing faculty of NC A&T College to share best practices and experiences in high need student populations. Pg.e176

The proposed project has embedded performance and continuous improvement into the program by using a Logic Model (Appendix C) that delineates the project inputs and resources, planned activities, outputs, and short and long-term outcomes and indicators. This data will serve as a learning and management tool to facilitate ongoing program planning, implementation progress, and evaluation. (e41)

The project builds capacity and focuses on yielding results that will extend beyond the period of Federal financial assistance by working to provide the targeted districts with 75 highly qualified teachers to address the critical shortage in high-need subject areas and grade levels and 60 school leaders with the skills to improve educational and equity outcomes for high-need students. (e42)

Weaknesses:

No weakness noted

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. B. Quality of the Project Evaluation (20 points)

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:

- (i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.
- (ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Strengths:

The propose project PREPARE+ will provide valid and reliable performance data on relevant outcomes by a mixed-methods, utilization-focused evaluation approach that combines quantitative and qualitative data from multiple sources for triangulation, thereby significantly enhancing the validity and reliability of the evaluation.

The project methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes as demonstrated in the Logic model included in Appendix C. This model provides a sound foundation to guide the program goals, objectives, and outcomes. (e46 & Appendix C)

Weaknesses:

No weaknesses noted

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

- (i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
- (ii) The extent to which the budget is adequate to support the proposed project.
- (iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.
- (iv) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad

support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.

(v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

The Budget is adequate to support the project. The resources of each eligible partner, facilities, equipment, supplies, and other resources) are clearly explained and accounted for with collaboration between the IHEs and the LEA partners finance departments. All the budget items are based on the needs of the partners and reasonably aligned to the program objectives, design and goals. (e53)

MOUs from all the entities in the partnership have detailed their commitment to implementation of a long-term multi-year financial operating model once the federal grant is ended. This strong commitment is evidence of the broad support from the stakeholders and is critical to success. (e53)

The budget narrative (e51-56) clearly details the framework that shows the budget is adequate to support the proposed project. The budget was prepared in close collaboration between the targeted districts and the lead applicant with close attention to facilities, equipment, supplies, and other resources that will support the project. All the cost reviewed were reasonable and the budget includes a multi-year financial and operating model with the detailed plan. (e53)

The commitment of each of the three District partners in the program to the implementation and success of the project are demonstrated by the signed MOUs that detail their financial contributions of matching funds and their contribution of resources to the long-term sustainability of the project.

Weaknesses:

No weakness noted

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

1. D. Quality of the Management Plan (20 points)

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

- (i) 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.**
- (ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Strengths:

The program management plan demonstrates its adequacy to achieve the objectives of the project on time and within budget, by including a Leadership Team with clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. This detailed framework can be founded on e61 of the application.

The Leadership Team will be spearheaded by the HPU, Dean of Education with collaboration with all partners. HPU has adequate experience from previous successful TQP grants to guide the Leadership team in achieving the project

objectives on time and within budget.

The Leadership Team will meet monthly to share progress, review evaluation reports and make corrections in a timely manner.

A detailed description of the roles and responsibilities of all stakeholders in leadership positions has been detailed in an adequate manner under Table 4 (PREPARE + Management Plan) which will ensure sustainability at the end of the grant. P.e59 -65

The management plan ensures adequate procedures for feedback and continuous improvement in the operation of the proposed project by having the LT deliver oversight, share progress updates with partners and stakeholders, review evaluation reports, make timely corrections, and develop a long-term sustainability plan to continue the project once grant funding ends. (e61)

Weaknesses:

No Weakness noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Increasing Educator Diversity (Up to 4 points).

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or both of the following:

a) High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under Title III and Title V of the HEA) that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates.

b) Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.

Strengths:

High Point University and North Carolina A&T (a Historically Black College) are in partnership to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement and retention within the Piedmont-Triad region by developing the PREPARE+ residency program for school leaders and principals. 89% of NC A&T undergraduate population comes from minority groups with strong backgrounds in high demand subjects and eligible to enroll in the Teacher Residency program within the target region. (e16)

The program PREPARE + serves 75 high-needs schools within the Piedmont-Triad region within NC to improve the

diversity of teacher candidates and increase representation in program admission, completion, placement and retention..
P.e16 (e20)

Weaknesses:

No weakness

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

1. Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 3 points).

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

Strengths:

The EPP Bachelor Performance Report for HPU details the number# of teacher licenses earned annually by participating graduating teachers and leaders who participate in the program. It provides adequate numbers of licensed teachers and principals who are hired by partner districts in shortage areas. Pg. e72- 77

Weaknesses:

No weakness noted

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. Meeting Student Social Emotional, and Academic Needs (Up to 2 points).

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through creating a positive, inclusive, and identity-safe climate at institutions of higher education, through one or more of the following activities:

- a) **Fostering a sense of belonging and inclusion for underserved students.**
- b) **Implementing evidence-based practices for advancing student success for underserved students.**

Strengths:

The program is designed to foster a sense of belonging and inclusion for underserved students by providing educators with education-focused MBIs, such as CARE (Cultivating Awareness and Resilience in Education), which uses didactic and experiential practices to promote educator emotional awareness and regulation. These research-based practices

have been identified as increasing teacher efficacy and student academic outcomes. (e23)

The program will advance the success of underserved students by implementing research-based practices of Boot Camps and Exam Prep: Residents will receive in-depth preparation on the NCDPI required Praxis Core Academic Skills for Educators and subject-specific Praxis Assessments that measure general and subject-specific content knowledge required for educators' initial state licensure. (e22)

Weaknesses:

No weakness noted

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

1. Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2 points).

Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

a) In one or more of the following educational settings:

- (1) Early learning programs**
- (2) Elementary school.**
- (3) Middle school**
- (4) High school**
- (5) Career and technical education programs.**
- (6) Out-of-school-time settings.**
- (7) Alternative schools and programs.**

b) That examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

Strengths:

The applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students in 75 qualifying high-poverty, k-12 schools. (e27 & Appendix B)

The needs assessment (Appendix B) identifies the most pressing sources of inequity and inadequacy within the districts as hiring fully licensed educators and retaining highly effective, diverse educators. Prepare+ will address these issues via creation of a Principal Preparation Program and Teacher Residency that will train 75 educators in preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status. Educators completing the program will be better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students. (e28)

Weaknesses:

No weakness noted

Reader's Score: 2

Invitational Priority - Invitational Priority

1. Partnership Grants for the Establishment of Grow Your Own Programs

Projects that establish Grow Your Own programs that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.

Strengths:

PREPARE+ includes evidence-based recruitment and retention strategies including "Grow Your Own" (Invitational Priority), targeting graduates outside of the education field and mid-career minority professionals using both community outreach and their respective IHE alumni, identified as effective in increasing diversity in educator graduate programs.(e40)

Weaknesses:

no weakness noted

Reader's Score: 0

Status: Submitted
Last Updated: 06/07/2022 08:39 PM

Status: Submitted

Last Updated: 06/03/2022 03:45 PM

Technical Review Coversheet

Applicant: High Point University (S336S220020)

Reader #3: *****

| | Points Possible | Points Scored |
|------------------------------------------|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Quality of Project Design | | |
| 1. Project Design | 30 | 30 |
| Quality of the Project Evaluation | | |
| 1. Project Evaluation | 20 | 20 |
| Adequacy of Resources | | |
| 1. Adequacy of Resources | 30 | 29 |
| Quality of the Management Plan | | |
| 1. Management Plan | 20 | 19 |
| Priority Questions | | |
| Competitive Preference Priority | | |
| Competitive Preference Priority 1 | | |
| 1. Educator Diversity | 4 | 4 |
| Competitive Preference Priority 2 | | |
| 1. Diverse Workforce | 3 | 3 |
| Competitive Preference Priority 3 | | |
| 1. Meeting Student Needs | 2 | 2 |
| Competitive Preference Priority 4 | | |
| 1. Promoting Equity | 2 | 2 |
| Invitational Priority | | |
| Invitational Priority | | |
| 1. Grow Your Own | 0 | 0 |
| Total | 111 | 109 |

Technical Review Form

Panel #9 - Panel - 9: 84.336S

Reader #3: *****

Applicant: High Point University (S336S220020)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of the Project Design (30 points)

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:

- (i) The extent to which the proposed project demonstrates a rationale.
- (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
- (v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
- (vi) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Strengths:

(i) The proposed project demonstrates a rationale focused on increasing student achievement in high needs schools by using teacher and school leader residencies to recruit, prepare, support, and retain diverse educators. The program specifies using an equity-based approach in preparing educators to provide a more relevant and rigorous education for all K12 Schools. The applicant organization is the largest Historically Black college and university in the nation, with their College of Education ranked in the top quartile of North Carolina programs. Three high needs school districts are identified in their target population, evidencing high poverty, sizeable popularity, and high non-English-speaking students. Data is presented to substantiate the need. A program Logic Model links inputs to activities and output with expected short- and long-term outcomes; the three major components are identified and detailed, designed, and structured to attain the program goal. Three program components address the competitive priority to increase educators' diversity, prepare teachers preparing school leaders through residence and support, and retain effect, give educators through offering multi-modal support. A significant program component is detailed to include Mindfulness-based Interventions to address high job-related stress and equip educators with relevant skills, resources, and support, such as with the CARE program -Cultivating Awareness and Resilience in Education. (P. 22, 23)

A significant program component is working with diverse learners, including students with disabilities, youth with limited English, and those with low literacy levels. P. 21

(ii) The proposed program narrates a comprehensive scope of program goals aligned to addressing the GPRA and aligned to outcomes to be achieved. The narration of the range of program goals and activities is coordinated with the Grant Application Form for Project Objectives. The application addresses the Invitational Priority in Grow Your Own Initiatives in designing an innovative approach to improving racial and ethnic diversity through teacher, principals, and school leader residencies and support. The goal is proposed to impact services to educators and school leaders to evidence that in years two through five, at least 50% of teachers and leaders are members of underrepresented groups. This cohort of teachers and leaders is proposed to meet state certification and licensure and be hired by the high-need LEA. The program design encompasses recruitment strategies to target graduates outside the education file and mid-career minority professionals in the program. The initiative is evidenced as research-based, citing a research article in the Journal of Teacher Education, 2019, (P. 23, 262, 310)

(iii) The proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The applicant and their partner specify partnering with one of North Carolina's most prominent and persistently low-performing schools district to implement a program based on prior success. The first cohort in the program evidenced a 96%IHE persistence rate, with 83% remaining in the classroom for two years, and three teachers in the school were honored as Rookie Teacher of the Year. The program fosters a comprehensive approach by integrating rigorous coursework, pedagogy, classroom practice, and clinical experiences coordinated to mentor teacher pairing for ongoing support through the residency, examination, and placement in high-need schools. (P. 26-29)

A comprehensive design of methods and strategies for preparing school leaders is evidenced. A rigorous, standards-based master's curriculum is coordinated with cohort groups to create opportunities for teamwork and link theory into practice. Principal candidates receive 1,700 hours of preparation, including 36 hours of graduate course work, creating a School Success Culture and Achieving Education Equity, and fifty n hours in a Professional Learning Series featuring national education experts to promote field-based learning applications. The program design is noted to encompass ongoing evaluation using research-based tools, including the Wallace Foundation's Self-Assessment Toolkit. (p. 38)

(iv) The proposed project's design reflects up-to-date knowledge from research and effective practice. This is evidenced in using practice-based approaches to deepen residents' skill sets through direct practice in an authentic setting to advance educators' effectiveness and retention. It is specified that providing a continuum of professional development across all grade course work in the clinical and induction period is research-based and linked to the increased use of evidence-based strategies in the classroom. A significant research-based component is the engagement of the project leadership in quarterly visits to assess implantation fidelity to empower informed decision-making. (P. 41)

(v) The application identifies that performance feedback and continuous improvement are integral to the proposed project's design. The program specifies that the project's leadership meets quarterly to assess implementation fidelity, referencing a built-in program feedback loop to provide timely and ongoing information for informed decision-making. An Independent Evaluation: An independent, third-party evaluation firm will be hired to I conduct a comprehensive evaluation to provide unbiased, continuous feedback on implementation progress. The Feedback Loop is detailed to gather data from program participants and partners. P. e 40, 68

(vi) The proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance, specifically in effectively preparing seventy-five highly qualified teachers to address the shortage of effective teachers in high-need subject areas levels within the target area.WS/FCS while also addressing the need for increased faculty diversity. Capacity is built-in in delivering professional development to sixty transformational school leaders with the skills and knowledge to improve educational and equity outcomes for high-need students. In addition, significant program partnerships are highlighted to field-test grant strategies, curriculum, and activities to refine the program's model in educator preparation continuously. The program identifies building capacity using prior experiences with scientifically based approaches shown in other, similar settings to increase teacher effectiveness and student learning outcomes. P. 42

Weaknesses:

None are noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. B. Quality of the Project Evaluation (20 points)

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:

- (i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.**
- (ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate**

to the goals, objectives, and outcomes of the proposed project.

Strengths:

(i) The application articulates a well-developed scope of evaluation methods to provide valid and reliable performance data on relevant outcomes. An independent evaluator has been selected to serve in the program, referencing her capacity to conduct a rigorous, objective evaluation. Her qualification includes thirty years in K-12 education program evaluation and multidisciplinary experience. A mixed-method approach to evaluation is detailed, combining quantitative and qualitative data from multiple sources for triangulation. Evaluation questions to guide assessment are relevant, precise, and aligned to program goals. Significantly, two confirmatory research questions are designed to evaluate the impact of the program's training in residency teacher retention and the effect on school-level proficiency for leaders compared to other schools whose leaders have not participated in the program. A two cohort quasi-experimental design is proposed to assess the program's impact on the residency program on teacher performance compared to 50 newly hired teachers who did not participate in the program. Sources of quantitative and qualitative data are identified related to teacher hiring and retention, leadership effectiveness, and student achievement on the state assessment, P 43

(ii) The application identifies and describes methods of evaluation that are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. A Logic Model is provided a sound theoretical foundation to guide the program design. The program evaluation combines quantitative and qualitative methods to increase the depth of information and provide formative feedback, enabling the program team to make data-informed critical mid-course corrections to advance program effectiveness. A concise chart identifies the collection of data and analysis and linkages to outcomes. The implementation of the charted venues includes an investigation and evaluation of the components of the induction program that contribute to change in teaching pedagogy and teacher self-efficacy. The feasible evaluation protocols include data from mentors and project staff, an assessment of culturally responsive teaching is assessed bi-annually by the team in a T-test analysis, and a report by group raking on the multicultural teaching scale. P. 50

Weaknesses:

None are noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

- (i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.**
- (ii) The extent to which the budget is adequate to support the proposed project.**
- (iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**
- (iv) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.**
- (v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.**

Strengths:

(i) The application detail an excellent scope of support, including facilities, equipment, supplies, and other resources encompassing the commitment of facilities, furniture and equipment, supplies, and personnel match. The facilities are detailed to include office space throughout the campus that is ADA compliant. The program is placed within the university's School of Education. It is specified to be supervised by the dean at 12 hours a week (.15FTE%) The management team is identified, and their time dedicated to the program is specified. Significantly, a full-time Teacher Residency Director is identified and supported by a team of staff, including the Executive Director of Teacher Effectiveness at the university, to serve in the program at .30FTE%. Additional resources integral to the program are detailed, including the Educator Resource Portal to synchronize online professional development during graduate students, antinatal, and induction period. P. 53

(ii) The application substantiates that the budget is comprehensive and effective and focused on supporting the proposed project specifying that it was prepared in collaboration with the university and local school district partners and leadership from the university finance department to ensure budget items reflect services to address the identified needs of each partner school. The major areas of the budget are delineated and detailed as integral for effective program implementation to meet success in reading program goals and achieving objectives. For example, the budget includes support for the residency initiative, including a Video Observation Platform, Praxis boot camp, and licensure support. Significantly, the New Teacher Program is proposed to be contracted as a nonprofit organization to collaborate on the endeavor and progress. The New Teacher Program is identified as having a proven track record in recruiting minority teachers and school leaders. (P. 54)

(iii) The program costs are clearly detailed and specified as reasonable to the proposed project's objectives, design, and potential significance. This is evidenced in a well-designed budget that allocates funds to support 75 highly qualified teachers and 60 school leaders to impact thousands of students in the target high-needs school districts. It is calculated that the program costs an average of \$12,284.00 per resident teacher and principal. This cost is considered reasonable compared to the costs involved in replacing one school principal at \$22,275.00 or approximately \$20,000.00 for one teacher. (P. 55)

(iv) The applicant demonstrates that it has the resources to operate the project beyond the length of the grant by identifying partner commitment and stakeholder support. For example, a vital program component is noted in MOUs from 75 high needs schools defining their long-term commitment. A multiyear financial and operating model is also well developed. (P. 53, appendix E)

A well-developed and concise Sustainability Plan is narrated, encompassing three key components to ensure the program continues beyond the grant period. The three sustainability components include reallocation using the Bank Street of Education P-12 Residency Budget tool to calculate the costs of relocated staff roles and budget shifts to estimate the savings from reduced teacher turnover producing potential funding scenarios for each partner. Additional key strategies are detailed and focused on reinvestment and reductions such as tuition and related costs to increase resources and reduce costs such as textbooks. P.56

(v) The application identifies the demonstrated commitment of program partners to the implementation and success of the project. This is evidenced in identifying NC A&T's College of Education in partnership with NC A&T Colleges of Science and Technology, Arts, Humanities, and Social Sciences in commitment to work with the program in program planning and delivery and developing and improving sustained and high-quality teacher residency programs based upon models of successful residencies and provide access to NC A&T specialized personnel, resources, and facilities to conduct program activities. The Winston-Salem/Forsyth County Schools are identified as program partners committed to assisting with the selection of qualified candidates for the principal and teacher preparation programs, supporting the full-time clinical practice of at least ten months or 1,500 hours for selected participants in r high-need schools, and providing ongoing feedback for program schools. P. 60

Weaknesses:

(i) It is asserted that Teacher Academy Leaders will be appointed to provide professional development within the PLC meetings to teacher residents; however, reasonable for their services or the number of hours dedicated to their responsibilities is not noted. In addition, it is specified to contract with The New Teacher Project (TNTP) to advise recruitment and diversity initiatives. However, the time for this position and activities is not noted. (p. 53)

Reader's Score: 29

Selection Criteria - Quality of the Management Plan

1. D. Quality of the Management Plan (20 points)

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

- (i) 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.**
- (ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Strengths:

(i) Overall, a well-crafted management plan is designed to achieve the proposed project's objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. A concise Management Plan is detailed, as evidenced by charting the project's three years of program implementation, identifying key milestones, a timeline, and a person responsible for each. (p. 65-67)

The applicant specifies that High Point University will serve as the program's lead applicant and fiscal agent, identifying their strong track record in federal grants management. The Leadership Team is designed to meet monthly for program oversight to ensure practical management. Members of the leadership team are identified, indicating their time serving in the program. Times for the leadership team includes the Dean of Education designated to lead the Leadership Dean at .015FTE. A Data Manager is referenced as a leadership Team member allocated at .25FTE%. P. 62

A full-time project director is identified to oversee day-to-day day operations. The full-time director is designated responsible for g and implementing the Principal Preparation Program. The MAT faculty supports the director, which is specified as a cost match. The faculty and the IHE supervisors are designated to collaborate with staff and mentor teachers to ensure a tailored experience for teacher residency. This strong managerial structure evidence a strong commitment to program success and supporting research-based clinical residency internships. The management plan identifies the District Leadership as essential partners to coordinate and oversee new teachers and supervised principal candidates. P. 67

(ii) The application effectively details the scope of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. These are detailed and referenced as building on existing processes and structures that have proven effective. The effective measure includes the service of an Advisory Board that is scheduled to meet twice a year to review data and make recommendations for improvement. In addition, an independent evaluator is identified as responsible for collecting data before, during, and after program activities. This sequenced procures evidence strong plan to ensure continued program reviews. The Leadership Team is also detailed, specifying their responsibility for working with the advisory board to oversee the program's implementation for a continuous improvement model. A significant component of detail describing the Established Relationship is the LEA Feedback Loop, which engages personnel from each partnering district. One collaborative activity is specified for district leadership teams to meet twice annually with the Leadership Team to examine data, plan, and assess program data for opportunities to improve the delivery of services. P.69

Weaknesses:

(i) Information is lacking to substantiate that the time allocated for members of the Leadership Team is adequate to complete assigned responsibilities. For example, the leader of the Leadership Team is identified to serve .015, and faculty members on the team serve as .08 FTE each.

Reader's Score: 19

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Increasing Educator Diversity (Up to 4 points).

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or both of the following:

- a) High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under Title III and Title V of the HEA) that include one year of high-quality clinical experiences)prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates.
- b) Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.

Strengths:

B. The proposed program designs services and resources focused on reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators. The program is specified to target minority candidates, noting current minority members in partner schools. The program provides coursework to participants to gain deep theoretical and practical knowledge of ineffective instruction to meet students' academic, social and emotional needs. A Diversity, Equity, and Inclusion coursework are highlighted, noting hosting annual seminars to assist residents in assessing data, policies, programs, curriculum, and instructional decision making to ensure the principles of diversity, equity, and inclusion are fostered across the 45 elementary schools, 27 middle schools and 13 high schools in both in and out of school learning. P. 22

Weaknesses:

None are noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

1. Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 3 points).

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

Strengths:

The project is designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, by increasing the number of teachers with certification or dual certification in a shortage area or advanced certifications from nationally recognized professional organizations. The application addresses the Invitational Priority in Grow Your Own Initiatives in designing an innovative approach to improving racial and ethnic diversity in high-needs schools through teacher, principals, and school leader residencies and support.

Weaknesses:

None are noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. Meeting Student Social Emotional, and Academic Needs (Up to 2 points).

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through creating a positive, inclusive, and identity-safe climate at institutions of higher education, through one or more of the following activities:

- a) Fostering a sense of belonging and inclusion for underserved students.
- b) Implementing evidence-based practices for advancing student success for underserved students.

Strengths:

a) The proposed projects are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, by creating a positive, inclusive, and identity-safe climate at institutions of higher education by implementing research-based coursework to enable participants to gain deep theoretical and practical knowledge ineffective instruction targeted to meet student's academic, social and emotional needs. A Diversity, Equity, and Inclusion coursework are highlighted and focused on services to address students' social and emotional needs, implementing evidence-based practices for advancing student success for underserved students. P. 22. 175

Weaknesses:

None are noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

1. Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2 points).

Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

a) In one or more of the following educational settings:

- (1) Early learning programs
- (2) Elementary school.
- (3) Middle school
- (4) High school
- (5) Career and technical education programs.
- (6) Out-of-school-time settings.
- (7) Alternative schools and programs.

b) That examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

Strengths:

The proposed program advances educational equity and adequacy in resources and opportunities for underserved students in grades K-12. The program specifies using an equity-based approach in preparing educators to provide a more relevant and rigorous education for all K12 Schools. P. 22

Weaknesses:

None are noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

1. Partnership Grants for the Establishment of Grow Your Own Programs

Projects that establish Grow Your Own programs that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.

Strengths:

The application addresses the Invitational Priority – Grow Your Own program design. This is evidenced in research-based strategies focused on recruiting and preparing participants. Through community outreach and accessing university alumni, the program targets graduate outside of the education field and mid-career minority professionals. These strategies are focused on implementing a research-based approach to increase diversity in educator graduate programs. P. 40

Weaknesses:

None are noted.

Reader's Score: **0**

Status: Submitted

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