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

Technical Review Coversheet

Applicant: University of North Florida (S336S220027)
Reader #1:   **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	29
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	27
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	1
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	106

Technical Review Form

Panel #8 - Panel - 8: 84.336S

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

Applicant: University of North Florida (S336S220027)

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 project clearly outlines a rational for the project that includes an articulation between high school and a terminal advanced degree (p. e17). The plan developed aligns resources and structure to allow students from diverse backgrounds to be lead into teaching positions and possibly on to leadership positions which would impact the needs identified around lack of teacher diversity (p. e29).

   (ii)   The goals and objectives identified for the proposed project are well developed and include measurable performance measures. For example, Goal 2 is focused on high needs retention rates and is measured by a 2 to3 year retention rate of participating candidates (p. e37). The logic model provides detailed information on each goal and which performance measures will be used to measure the goals, which will help guide the project to completion (p. e83).

   (iii)   The proposed project is clearly part of a system built to address a teacher to administrative pipeline that will result in an impact on high needs areas as identified by the needs assessment (p. e40).

   (iv)   The proposal provides a clear connection to the research to support each element included in the developer system. For example, the narrative addresses the focus on culture and the impact of developing that early in the pipeline process to retain teachers which is supported by research provided by the authors (p. e42).

   (v)   The narrative includes a through description of the implementation measurement activities that will be used by the authors to provide feedback and continuous improvement throughout the funded period. For example, the project will institute implementation studies that address formative evaluation and feedback twice each year which will provide the data needed for decision making (p. e43).

   (vi)   The narrative includes sufficient support to demonstrate that the project will increase the capacity of the participants to continue the work beyond the funded period. For example, the revamping of the structure to address the opportunity for participants to work in high needs areas and the support of mentors will allow for work to progress (p. e44).

Weaknesses:

(i)   No weaknesses were noted.

(ii)   The goals and objectives include terms that are not well defined which will impact the ability of the authors to measure progress. For example, the term diverse teaching staff is used frequently but it is unclear what the specific makeup of the teacher force would need to be to qualify as diverse (p. e36).

(iii)   No weaknesses were noted.

(iv)   No weaknesses were noted.

(v)   No weaknesses were noted.

(vi)   No weaknesses were noted.

Reader's Score: 29

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 evaluation includes clear plans to provide useful feedback to project administration as well as reliable data from which to draw valid inferences regarding the impact of the activities (p. e45 & e227). The inclusion of a quasi-experimental design that addressed matching of participating teachers will produce results that will demonstrate the level of impact on the proposed research questions (p. e45). The research questions included in the evaluation align to the overall goals and objectives of the project and will produce the evidence of effectiveness desired by the authors (p. e46). The data sources used to measure performance objectives are well defined and have sufficient reliability for use in the project (p. e52).

(ii)   The evaluation is clearly aligned to the project goals and includes both a well-developed summative and formative data process that will produce useful results (p. e47). The included chart with associated project outputs and programs measures is thorough and provides a useful structure to the measurement of the proposed activities (p. e50). The included timeline for the evaluation activities is feasible and demonstrates the plan to provide implementation data throughout the funded project (p. e227). The planned analysis for the project is appropriate and includes the elements necessary for the statistical methods proposed (p. e46).

Weaknesses:

(i)   No weaknesses were noted.

(ii)   No weaknesses were 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 narrative includes a thorough discussion of the relationships and past practices at the lead applicant organization and how this support will continue with the funded project (p. e53). The connection to departments and professional learning schools will be a resource from which the program can draw to provide content and background to planned activities (p. e54).

(ii)   The budget narrative proposed to support the project activities is thorough and complete (p. e74). The justification for the various funded elements is appropriate and appears to be reasonable (p. e75).

(iii)   The expenditures outlined in the narrative are reasonable based on the information provided in the narrative (p. e74). For example, the costs to attend the required conferences are appropriate and would include the individuals necessary for the project (p. e95).

(iv)   The discussion of how the funded program will increase capacity and allow for potential ongoing work in the project activities is appropriate and supported with the amount of professional development provided (p. e57). For example, the partnerships developed between the university and school districts will enable ongoing collaboration and opportunities for potential candidates (p. e57). Also, the professional learning aligned to the needs of participants will develop the capacity of principals to impact students as they finish the program (p. e42).

(v)   The narrative includes many opportunities for partnership that would support the goals of the project and allow for the continued opportunity for participants (p. e58). The partnerships identified in the narrative and through letters of commitment are relevant to the work and show that the community and local educational institutions are supportive of the project (p. e211).

Weaknesses:

(i)   The discussion of support from the lead applicant organization does not address facilities or how the project will be continually supported with equipment and/or supplies (p. e54).

(ii)   No weaknesses were noted.

(iii)   No weaknesses were noted.

(iv)   The narrative does not address how the costs of the funded activities will be supported beyond the grant timeline. For example, the grant will fund stipends in the amount of $600,000 for participants to obtain their master's degree over the 5 years of the project but it is not clear how this level of funding will continue (p. e100). There are millions of dollars in funding for positions and program support that will stop at the end of the grant that will not be ongoing or supported through other findings (p. e98).

(v)   No weaknesses were noted.

Reader's Score: 27

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 narrative includes a clear outline of the proposed management structure and identified responsibilities of all parties (p. e60). This structure is thorough and organized in a manner that goals and objectives could be realized during the funding and reporting periods (p. e59). The qualifications of the lead organization and the many individuals who will be included in the activities of the grant are sufficient to manage a project of this scope and magnitude based on their previous experience with similar grants (p. e86). The narrative includes a clear timeline of activities that include milestones to gauge the progress of the planned project (p. e63).

(ii)   The narrative includes many examples of how data and information will be shared with project administration to guide the implementation of the planned activities. For example, there will be bi-annual formative assessment activities that will be reported to project administration to allow for decisions regarding sufficient progress (p. e47). The milestones in the management plan specifically call out opportunities for systematic feedback to address concerns in the proposed project (p. e65).

Weaknesses:

(i)   No weaknesses were noted.

(ii)   No weaknesses were 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:

   The narrative includes a clear statement that the project will connect students from underserved environments to a teacher pipeline (p. e18) which will impact the diversity of the teacher candidates. The included process for the identification of participating schools and teachers clearly outlines the need for the specific candidates chosen for the program (p. e22). For example, schools that are included in areas that demonstrate high needs based on the analysis of demographic data will be staffed with well-prepared administrators to impact the culture of the campus (p. e22).

   Weaknesses:

   No weaknesses were 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 narrative includes a clear description of the process that will prepare teacher to the point of advanced certification. For example, Figure 1 outlines a systemic process of moving students from high school through the teacher phase to the potential administrative state where they acquire master's degrees in their focus area (p. e17). The use of stipends to encourage teaching candidates to work in underserved schools will lower the number of under-credentialed teachers in those programs (p. e26).

Weaknesses:

No weaknesses were 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 narrative includes a statement that the project will promote inclusion and connection at the university (p. e19). The use of student success coaches and mentors for students who are enrolling in the college will allow for engagement and connection for students (p. e25). The collaboration with the university's Urban Education Program Coordinator to attend to the students' social and emotional needs to create a positive, inclusive, and identity-safe climate.

   Weaknesses:

   No weaknesses were 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 project includes some opportunities to address the diversity issues of the communities and the districts they serve (p. e19). The project proposes to utilize diversity and equity advisors to assist with difficult conversations and to guide the administration team on equity issues (p. e61).

Weaknesses:

The project lacks a clear focus on equity and the creation of safe spaces for participants to learn in an inclusive manner (p. e61).

Reader's Score: 1

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 proposed project is clearly focused on bringing students from the high school level into the teaching ranks and then potentially on to administration (p. e17). This grow your own process will allow for teachers to work in schools with students from similar backgrounds which will promote understanding and connection.

   Weaknesses:

   No weaknesses were noted.

Reader's Score: 0

Status: Submitted
Last Updated: 06/06/2022 12:19 PM

Technical Review Coversheet

Applicant: University of North Florida (S336S220027)
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

Panel #8 - Panel - 8: 84.336S

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

Applicant: University of North Florida (S336S220027)

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 provides convincing evidence of a rationale in their logic model which documents the relationship between the goals, the resources and the activities (logic model). For example, the applicant plans a QED study to assess and provide proof of concept in three areas: 1) the impact of teachers on student performance, 2) the effects of teacher and leader interactions on student performance, and 3) the degree principals impact performance and social-emotional needs of underserved students. (p. e12, e17) To accomplish this, the project provides professional development with summer bridge programs, to current teachers, future teachers and teacher leaders through collaborative learning to systematically prepare diverse teachers to earn certificates, remain in high-needs schools, and create positive school environments. In addition, each of 5 cohorts of the PREP project has a separate focus, such as high school dual enrollment with undergraduate teacher preparation, advanced stackable credentials toward a master's degree and an educational doctorate in educational leadership. (p. e11, e17, e18)

   (ii)   The applicant clearly lays out four project goals: 1) preparation of diverse certified teachers, 2) retention of teachers in high-needs schools, 3) school leadership preparation aimed at creation of positive school environment, and 4) systematic equitable teaching outcomes. Th stated objectives clearly support each of the goals and outcomes are clearly specified and measurable. (pp. e35-e40) The applicant has a strong history of teacher certification success with 85% pass rate compared to the state rate of 73%. (p. e20)

   (iii)   The applicant adequately describes the PREP project as part of a comprehensive systematic effort to improve teaching and learning and support rigorous academic standards for students through professional development schools. (p. e40) For instance, in order to create a diverse workforce, the project will recruit 30 high school students into the educator pipeline each year from high need LEAs. (pp. e18-e19) In addition, the COEHS partners will provide clinical experiences with performance-based assessments that insure teacher effectiveness. (p. e21) The applicant provides an adequate timeline for the project implementation which indicates the cohort plan. (p. e24)

   (iv)   The applicant provides convincing evidence and research citations to support and increased recruitment of a diverse educator workforce which includes up to 12 dual enrollment credits in the last two years of high school. (p. e41, e24) Another strategy is a summer bridge program and course completion stipends are offered with a bonus for signing up as an education major. (p. e25) In addition, an academic success coach will work with the Urban Education Program

Coordinator to support student career development and well-being. Other strategies include a year-long internship with significant stipends to help pay college expenses for years 2-5 and agreed upon employment in the LEA. (p. e26)

(v)   The applicant provides many opportunities for performance feedback and continuous improvement as they are integral to the design of the project through regular evaluation management and project team meetings. (p. e42) For instance, the applicant discusses continuous improvement through the teacher support coaches for the one-year induction program with the Teacher Support Coordinator providing tiered supports based upon teacher needs. (p. e30) The cohort grouping allows for continuous improvement through mentor roles and leadership capacity of one component or all of them, with specifics to each cohort, such as 12 credits in literacy development for the elementary program. (p. e29, e31) Curriculum can be cohort-created as instructional teams work with school partners. Teacher candidates are placed at a single site to assist with the cohort feel and strength of mentor teachers and university supervisory assistance. (p. e28) Also, data will be utilized for feedback and improvements. (p. e43)

(vi)   The applicant provides convincing evidence that the project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. For instance, the stackable credential option encourages improved instructional skill while coaching is added and leadership development results. (p. e32) In addition, curricular enhancements become part of the school culture and can be adjusted and added to through time. (p. e43) The processes mentioned also add to capacity, such as credentials, mentor teachers, coaching skills and leadership roles all impact schools and student outcomes. (p. e44)

Weaknesses:

(i) No weaknesses noted.
(ii) No weaknesses noted.
(iii) No weaknesses noted.
(v) No weaknesses noted.
(vi) 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 compelling evidence that the planned QED evaluation plan will meet the What Works Clearinghouse Standards with Reservations. the evaluation will also determine the effectiveness of project cohorts and components, such as the summer bridge, virtual teaching academy, dual enrollment and teacher characteristics. (p. e45)
(ii)   The applicant provides convincing timeline of activities and evidence that the evaluation methods are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the project. (pp. e228-e229) For example, the applicant plans semi-annual formative evaluations, implementation studies and a final 5th year impact study. (p. e46) Processes/activities will be assessed quantitatively and qualitatively using tools, such as surveys and focus groups to assure fidelity toward goal attainment. (p. e48) The evaluation plan includes evidence of the quality of the LEA partnership, the numbers of teachers and school leaders who enter certification programs and their diversity. It also will

capture the quality of the Mentor Teacher Academy and the graduate program. (p. e47)

Weaknesses:

(i)   No weaknesses noted.
(ii)   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 applicant indicates sufficient resources already exist for the project through active partnerships and agreements. The applicant's primary role will be to build connectivity between components and increase the research-based practices throughout the PREP strands. Recruitment will be augmented with assistance from the Office of Enrollment Services and Program Coordinators, the Urban Scholars program and Clay County outreach. (pp. e52-e55) adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

(ii)   The applicant presents a budget which is adequate to support the project. For example, the budget allocations are shown as supportive to project elements, such as partnerships for course, certification, training stipends and recruitment alignment. (p. e56, e231) In addition, the budget includes a strong partnership support with $165,200 planned for contractual work And $599,551 in-kind planned from the IHE.

(iii) The applicant provides convincing evidence that the project design is to build capacity and improve the system in order to create a new way to partner and reduce redundancy which is cost effective and more sustainable. (p. e57) The applicant provides reasonable allocations for personnel, training stipends, contractual, supplies, travel and in-kind donations in relation to the objectives, design, and potential significance of the project. (pp. e231-e263)

(iv)   The applicant provides letters of support than include specific details of partner commitment. For example, the CIC Planning Group identified their total match for each year, such as $87,375 in year three with $35,625 of that planned for focus groups and surveys, $41,250 for analyses and $10,500 for other staffing. (p. e220) Kelly Educational Staffing provides substitute teachers and supports the project for recruitment and training. In addition, the Clay County District Schools provides a detailed list of project responsibilities they agree to, such as $3,772,175 of in-kind salaries and space plus a teaching space for each successful graduate. (p. e213)

(v)   The applicant provides convincing evidence of the relevance and demonstrated commitment of each project

partner. For example, the partners have provided letters of support, such as the Clay County District Schools, the College of Arts and Sciences. Clay Foundation, Kelly Education, COPIS, and the applicant. (pp. e212-e221) In addition, the CCDS will provide $3.7 million in kind salaries, facilities and other resources; UNF will provide $4.3 million in kind. (p. e58) The applicant provides extensive descriptions of the buy-outs and in-kind matches for the project. (pp. e231-e292)

Weaknesses:

(i) No weaknesses noted.
(ii) No weaknesses noted.
(iii) No weaknesses noted.
(iv) No weaknesses noted.
(v) 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 a well-defined work-flow diagram for the evaluation management plan and timeline. (pp. e227-e228) The applicant and the project are clearly committed to systematic change to improve the educator pipeline.   For example, the applicant provides a management plan with clearly defined responsibilities, timelines, and milestones which are monitored to assure tasks are accomplished. (pp. e62-e65) In addition, PREP plans to align the systems for preparation, recruitment and retention in the high need district through collaborative efforts of all partners. (p. e17) The applicant addresses equity in the same terms, all partners are in the action together, working to realize sustained outcomes.(p. e18)
(ii)   The applicant provides convincing procedures for ensuring feedback and continuous improvement in the operation of the project. For instance, continuous improvement is one of the roles of the Leadership Team, the Partnership Advisory Board (meets monthly) and department chairs. Each of the five components has in the design systematic improvement based on stakeholder (teacher, partner, faculty, student achievement) feedback and meets weekly to gather data and discuss processes. The clinical practice aspect is a systems approach to change using success coaches, mentors, and participants. (pp. e59-e60) In addition, the Director of Assessment and Accreditation and the Diversity and Equity Advisors support continuous improvements by the analysis of assessment data. (p. e61)

Weaknesses:

(i)   No weaknesses noted
(ii)   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 discusses implementation strategies designed to increase educator diversity by purposefully selecting and recruiting diverse students enrolled in dual enrollment programs in CCDS. (p. e16) The concept is selection of students will be more diverse as the student bodies are more diverse which will result in more diversity in the educator workforce. Dual credit is a strategy to assist students to get more accomplished with less money which also assists traditionally underrepresented populations.

   b)The Partnering to Renew the Educator Pipeline (PREP) program offers five comprehensive delivery components, each a separate cohort with different objectives. This cohesive model offers a wide selection of onboarding points in order to recruit teachers for and from high needs schools. (p. e11) The PREP program is designed to create an improved "grow their own" system that reduces duplicated efforts and streamlines processes in teacher and leader development. (p. e13) The applicant adequately documents that the school is a high-need LEA and has two Opportunity Zones with high teacher turnover and low academic achievement, 75% teaching on alternative certificates and 9.9% teaching out of their field. (p. e22) For example, five identified schools have 100% free and reduced lunches, 42.8% are economically disadvantaged and 62.2% of students are minority. (p. e23) In addition, the applicant completed a needs assessment.

   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 discusses a program that supports a diverse workforce by developing dual enrollment programs with diverse students from CCDS schools . Utilizing a strong dual enroll program helps to create a continual flow of new teacher candidates through time. This is an honest straight-forward recruitment strategy for an educator pipeline. (p. e18)

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 program offers certifications in teacher shortage areas. In addition, the applicant discusses meeting the social, emotional and academic needs of underserved students by providing educators training and support in creating inclusive environments. In addition, PREP places an emphasis on coaching data-driven and equity focused inquiry within intensive clinical practice.
   (p. e19) It is important for new teachers to learn early on how to implement changes based upon evidence. Data can be gathered daily or weekly, but using it in a timely fashion is key to instructional success as the students can be gone by the time implementation takes place if data get out dated. Students recognize "their own words" in lessons through pertinent responses to their comments which increases a sense of belonging.

   ### 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 applicant provides narrative promoting equity in student access to education resources including educators and school environments designed to address the needs of all students. Lessons are intentionally designed learning opportunities which occur within intensive, clinical practice focused on equitable teaching practices and student outcomes. (p. e19)

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:

   OK

   Weaknesses:

   OK

Reader's Score: 0

Status: Submitted
Last Updated: 06/06/2022 01:59 PM

Technical Review Coversheet

Applicant: University of North Florida (S336S220027)
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	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

Panel #8 - Panel - 8: 84.336S

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

Applicant: University of North Florida (S336S220027)

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 extent to which the proposed project demonstrates a rationale. Project PREP model was explained as having five components that define the program. There is also a UNF COEHS professional development model which will involve, engage, develop, and support among other professional developments. The program is designed for learning opportunities within intensive, clinical practice focused on equitable teaching practices and student outcomes PREP places an emphasis on coaching data-driven and equity-focused inquiry. (pg. e. 17,19, 66)

   (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. The first objective is to prepare a diverse group of teachers to graduate and obtain high need certification. The second objective is to retain teachers in high need schools. Third is to prepare school leaders to develop teachers and build a positive school environment. Lastly, the fourth objective is to develop a systemic approach to foster equitable teaching outcomes. Each objective is clear and measurable. For example, to prepare diverse teachers to graduate and obtain a high need certificate the program will recruit 90 high school students with diverse backgrounds into the College of Education and Human Services and 85% will pass the state certification exam. (pg. e. 4, 17,19)

   (iii) The project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The applicant explains that the program has continuity and alignment of learning. The program creates a system and culture of high expectations for professional and student learning. Teachers and teacher leaders will deepen and expand their knowledge of practice by being in a rigorous and challenging learning program that uses research-based and inquiry-driven professional learning principles. A systems approach is used which aligns research-based pedagogy for elementary schools and elementary teacher preparation program. Programing also provides a high quality clinical experience with targeted feedback during the learning stages. (pg. e. 46)

   (iv) The project reflects up-to-date knowledge from research and effective practice. The project partners have designed the program to be intensive and provide clinical experiences for teacher candidates demonstrate their effectiveness and have a positive impact on all students' development. Clinical experiences will have multiple, performance-based assessments to demonstrate candidates' development of the knowledge, skills, and professional dispositions associated

with a positive impact on student learning. The program is aligned to the states teaching standards.

(v) The applicant provides performance feedback and continuous improvement are integral to the design of the proposed project. The project uses a systems approach which aligns research-based pedagogy across the elementary schools and elementary teacher preparation programs. The program does this through provides high quality clinical experiences with frequent and targeted feedback at all professional learning stages. PREP prepares educators with strong data literacy skills to allow them to identify real-world problems of practice to strengthen elementary student learning. PREP offers a network of component and strand teams to recruit, prepare, and retain a diverse pipeline of educators. PREP creates a culture of continuous improvement that values and uses formative evaluation and an inquiry stance to align PREP's five components to advance student, teacher candidate, teacher, teacher educator, and leader learning. (pg. e. 41)

(vi) The project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. The program will increase leadership roles with multiple, flexible opportunities made available which will expand their impact on students. Undergirding PREP is the unique multi-pronged focus on creating more equitable outcomes. The project recruits from a diverse teacher pipeline and focuses on developing teachers' abilities to teach in equitable, inclusive, identity-affirming ways that respond to students' social, emotional, and academic needs. This program will directly impact the students and classrooms of participants directly related to PREP and will create a climate of promoting achievement and excellence across all grade levels. (pg. e. 44)

Weaknesses:

None 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 methods of evaluation will provide valid and reliable performance data on relevant outcomes. Iterative assessment, feedback, and continuous improvement are embedded in the design and evaluation of the project. The Evaluation Management Plan for the PREP program includes ongoing meetings with the project team along with regular analyses and reporting that allows for a continuous cycle of data to keep the program on track in both design and evaluation. (pg. e. 43)

(ii) The methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. Program analyses for PREP is performed as part of the evaluation plan including biyearly formative evaluation reporting and feedback and biyearly implementation evaluation and reporting and feedback. Additionally, program evaluators will conduct a formal implementation study to identify key intervention components which will provide important feedback and allow for the refinement of the processes necessary for sustaining, replicating, and expanding the work. During the project, leaders will meet quarterly with evaluators to apply the results of formative evaluations and fidelity assessments into the program. (pg. e.43)

Weaknesses:

None 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 applicant has adequate of support for the project, including facilities, equipment, supplies, and other resources. The applicant is supporting the project by providing over $3.7 million in-kind match through salaries, classroom space, and other resources. The applicant is invested in the project and has committed to a contract for each successful PREP graduate. (pg. e. 56-58)

(ii) The applicant has a detailed budget that is adequate to support the project. The budget is detailed and explains costs for technology upgrades like electronic storage devices, laptop computers and qualitative research analysis software. The budget has a $10,000 allocation per year for a total of $50,000 for the grant cycle. (pg. e. 95)

(iii) The applicant has presented reasonable costs in relation to the objectives, design, and potential significance of the proposed project. Salaries were broken down by years and accounted for salary matches, buyouts, and stipends. The total budget for the project is $15,077,115 with $14,410,228 being direct costs and $666,886 being indirect costs. (pg. e. 74-102, 56-58)

(iv) The applicant has demonstrated that it has the resources to operate the project beyond the length of the grant including a multi-year financial and operating model and plan. The applicant has committed project partners. The PREP model approach is to create a systems-level change. This systemic change is created through curriculum enhancements for elementary undergraduates and graduate programs will be fully integrated into the program design, coursework, and clinical practice of the five program components. These additions will become a part of the ongoing program content moving forward. (pg. e. 43-44)

Weaknesses:

None 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 presents an adequate 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. There is a series of charts which outlines project tasks, milestones, and responsible parties. For example, the Principal Investigator and the Dept Chair will identify and hire graduate assistants for the two-year Teacher Fellows during the timeframe of 11/22-12/22. (pg. e. 63)

   (ii) The project has adequate procedures for ensuring feedback and continuous improvement in the operation of the proposed project. For example, to develop and maintain processes for research, assessment, and progress monitoring there is a team that will regularly review data. This team consists of the Leadership Team, Component Leaders, Progress Monitoring Specialist, and the Graduate Assistant Teacher Fellows. The team will establish and refine each year, the processes for collecting data, conducting analysis, and reporting to keep the process of continuous improvement on track for the program. (pg. e. 63)

   Weaknesses:

   None 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:

b) The applicant explains component one to increase and improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce. Part of this plan is the Partnering to Renew the Educator Pipeline (PREP) which has partnered with five high schools that are Virtual Teaching Academies. The PREP program will offer stipends of $500 when students complete all four courses in the program and "signing bonuses" of $500 for declaring an education major. (pg. 10)

Weaknesses:

None 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 program understands that teacher candidates spend a good deal of program time within clinical experiences. Leader teachers must also include meeting teacher candidates' social, emotional, and academic needs. The central goal of the PREP project are the objectives of increasing teacher candidate diversity and supporting a diverse educator workforce by strengthening professional learning. The (PREP) program is Partnering to Renew the Educator Pipeline which will support that need. (pg. e. 32 -33)

Weaknesses:

None 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 applicant has developed a teacher mentor program with professional learning communities that will include the integration of evidence-based practices for advancing teacher candidate success. This program will provide support for underserved students. The PREP's program is committed to equity and inclusion which means that the content for each of the teacher leader development options includes examining the sources of inequity. Candidates will also be implementing pedagogical practices in educator preparation programs and professional development programs that are inclusive. (pg. e. 33)

   Weaknesses:

   None 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 has developed a teacher mentor program with professional learning communities that will include the integration of evidence-based practices for advancing teacher candidate success. This program will provide support for underserved students. The PREP's program is committed to equity and inclusion which means that the content for each of the teacher leader development options includes examining the sources of inequity. Candidates will also be implementing pedagogical practices in educator preparation programs and professional development programs that are inclusive. (pg.

e. 33)

Weaknesses:

None 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:

   b) The applicant says the program will examine the sources of inequity and inadequacy and implement responses. The applicant further includes pedagogical practices in educator preparational programs and professional development programs to make the program inclusive regarding race, ethnicity, culture, language, and disability status. There is a short discussion of how educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students. (pg. e. 19, 33)

   Weaknesses:

   There was not an explanation as to how the professional development program was inclusive regarding race, ethnicity, culture, language, and disability status. This information should be clearer to understand how educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students. (pg. e. 19, 33)

Reader's Score: 0

Status: Submitted
Last Updated: 06/06/2022 01:53 PM