

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

Status: Submitted

Last Updated: 06/07/2022 12:03 AM

## Technical Review Coversheet

Applicant: University of South Carolina (S336S220034)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	28
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	30
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Educator Diversity	4	4
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	3	3
<b>Competitive Preference Priority 3</b>		
1. Meeting Student Needs	2	2
<b>Competitive Preference Priority 4</b>		
1. Promoting Equity	2	2
<b>Invitational Priority</b>		
<b>Invitational Priority</b>		
1. Grow Your Own	0	0
<b>Total</b>	<b>111</b>	<b>109</b>

# Technical Review Form

Panel #3 - Panel - 3: 84.336S

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

Applicant: University of South Carolina (S336S220034)

## 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:

##### Overview:

The applicant clearly provided a strong rationale that is supported by the logic model. The rationale also clearly outlines three distinct objectives designed to improve teaching and learning and support rigorous academic standards for students. The project design is thoroughly described and reflects up-to-date knowledge from research and effective practice.

i. The applicant provides a strong rationale that is grounded in evidence-based research. The applicant describes each component of their project plan and the supporting evidence as guiding practices for their logic model. The logic model provided clearly aligns the inputs, activities, activities, annual outputs, short and mid-term outcomes, long-term outcomes with the goals of the proposed project. Activities are guided by research that supports providing teacher candidates with teaching students in poverty, diverse languages and culture training; providing teacher candidates with the foundations in PowerSchool, Performance Matters, lesson plan reviews, continuous improvement, and PLC guidebook; implementing peer and community affinity networks to embed teacher candidates within the communities; providing counseling and tutoring to teacher candidates; expanding one-on-one mentoring in student teaching; and providing sustained PD to all teachers in the district.

ii. The applicant provides evidence of clearly defined and measurable objectives. Specifically, the applicant proposes to increase the number of students who enter teacher education programs with an emphasis on the high-need areas of math, science, and early childhood; prepare highly qualified Teacher Candidates who pass all certification requirements; and will hire, support, and retain highly qualified teachers with an emphasis on high-need areas (math, science, early childhood) (e24-e29). A clearly outlined table, that matches each goal and objective to the performance measures and baseline is provided in the narrative (e24-e29).

iii. The applicant distinctly provides strong evidence that the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. For example, the applicant specifies that the proposed project has been designed to encompass a comprehensive effort to improve teaching and learning and support

rigorous academic standards (e29). They have a detailed program accountability plan in place. They will also have a focus on helping teachers to develop and deliver lessons that can be differentiated based on assessed diagnostic needs of their students and best practices in classroom management (e30). They will also incorporate valid empirical research-based practices, ensure collaborations among departments, develop and induction program, focus on recruiting, preparing and supporting diverse educators in the most high-need area, revise requisite content knowledge, preparation, and degree to teach AP or IB, and incorporate opportunities for enrichment (e31-e32).

iv. Strong evidence of a project design that reflects up-to-date knowledge from research and effective practice is noted in the narrative. For example, the applicant includes research on having minority teachers in classrooms (e37). Additional research on the Call Me MISTER program and Grow Your Own is included in the program activities as they align to the program goals and objectives (e37). The applicant also includes research-tired interventions for students addressing student academic achievement, behavior and social well-being a specific intervention that will be included in the narrative (e38).

v. Solid evidence of a plan to provide feedback and continuous improvement is noted. For example, the applicant will use an external evaluation company to provide an unbiased assessment through surveys and focus groups (e38). They will also correlate the impact of the training on students' science, math and ELA achievement compared to students taught by other newly hired teachers (e38). Findings will be reviewed monthly and quarterly to inform strategic decision-making, needed adjustments, and fidelity of implementation (e 39). Continuous improvement processes are also imbedded within each of the methods courses (e39).

vi. The development of a curriculum and PLC guidebook to be used by future teachers provides clear evidence that the applicant has designed a project that will build capacity that will yield results beyond the grant period (e39). Additional evidence is noted by the development of the parallel STEM spaces that will be built and used after the grant ends (e40).

**Weaknesses:**

- i. None noted
- ii. None noted
- iii. None noted
- iv. None noted
- v. None noted

vi. The summer institute discussed is noted as being a valuable sustainability component; however, it is not required; given this is only a one-day event, it would be beneficial if it were required to ensure that it will have the most long-standing effect (e8) (2 points not awarded).

**Reader's Score: 28**

**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:**

## Overview:

The applicant provides a strong evaluation plan that includes contracting with an independent evaluation firm to conduct project evaluation and provide an unbiased assessment. Additionally, they clearly demonstrate the evaluation plan includes the collection of valid and reliable data that are clearly aligned to goals and objectives of the proposed project. The methods of evaluation are clearly specified and appropriate. The methods of evaluation described in the narrative are thorough, feasible, and appropriate to the goals, objectives and outcomes described in the narrative.

i. Clear evidence is provided in the narrative outlining how the methods of evaluation will provide valid and reliable performance data on relevant outcomes. For example, the applicant specifies that they will work continuously to evaluate their program's effectiveness. Feedback will be gathered from participants through annual surveys and focus groups which will inform continuous improvement. The Evaluation Team will also correlate the impact of MASTERY's teacher training on students' science, math, and ELA achievement compared to students taught by other newly hired teachers from schools within the district to determine program impact (e38). Further, the applicant indicates that they will take a multi-level, utilization-focused, participatory approach to evaluation to ensure that resulting formative and outcome data are timely, relevant, and answer our research questions (e41). A table outlining the measure and collection schedule, whether the data to be collected is quantitative or qualitative, reliability/validity evidence and the objective to be measured is also provided in the narrative (e42-e44).

ii. Strong evidence that the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project is provided in the narrative. The applicant clearly specifies that they will use a mixed-methods approach that supports triangulation of quantitative and qualitative data from multiple sources (e41). The applicant also specifies that the standardized instruments being used for assessing student achievement, teacher effectiveness, and teacher certification have acceptable levels of reliability and validity established by national publishers. As such, they meet the What Works Clearinghouse (WWC) 4.1 design standard requirement for outcome measures (e44). Quality formative and summative questions guide the evaluation plan. For example, the applicant will use open-ended survey questions, interviews with stakeholders and administrators, mentor surveys and focus groups to answer (1) What components of MASTERY were most effective in preparing and retaining beginning teachers? (2) What factors facilitated implementation of MASTERY and what challenges were encountered? and (3) What changes need to be made to increase MASTERY's effectiveness in retaining new teachers?

**Weaknesses:**

- i. None noted
- ii. 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:**

#### Overview:

The applicant provides strong evidence of support including facilities, equipment, supplies, and other resources, from the applicant organization. In addition, the applicant provides strong evidence of a budget that is reasonable in relation to the objectives, design, and potential significance to support the proposed project. Additionally, the costs described in the budget are reasonable. The applicant also clearly demonstrates that they have the resources to operate the project beyond the length of the grant. They have appropriately provided a multi-year financial and operating model with commitments from partners and all other stakeholders involved with the proposed project.

i. The applicant provides strong evidence that they have support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. For example, the applicant specifies their total non-federal commitment to MASTERY totals \$4,804,300 over the five-year period. Additionally, the applicant specifies, the time commitments and participation of their management team represents an in-kind commitment of \$1,366,696 over the grant period (e48). Further, the applicant specifies that they will provide technology for new employees, office supplies, and recruitment materials at \$364,000 (e4).

ii. The applicant clearly provides a proposed budget that is appropriate to support the proposed project. They specify that the budget was developed collaboratively between our IHE and high-need LEA leadership and finance departments to ensure that all line items accurately reflect the needs of each organization and are based on recent estimates, quotes, and organizational policies (e49). Funding for salary and fringe benefits comprise 55% of the grant budget; stipends for LEA leaders, the Teacher Mentor Coordinator and Teacher Mentors makes up 7%; Travel is 3%; Supplies is 11%; Contractual obligations is 20%; Test Preps 2%; and Indirect Administrative Cost is 2%. All of the cost are reasonable and appropriate to implement the proposed project (e50).

iii. Appropriate evidence that the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project are provided in the narrative. For example, the applicant indicates, if their program is successful it will result in improved learning outcomes of students taught by MASTERY teachers as measured by improved teacher evaluation results and increased academic achievement of students taught by these teachers (e50). The applicant also specifies student academic improvements will increase long-term educational attainment which will help expand long-term financial outcomes for their target, high-need students and communities. The proposed project has the potential to bring over 165 high-need area certified teachers into the districts' highest-need schools across the life of the grant and beyond (e50-e51).

iv. Clear evidence of a plan to operate the project beyond the length of the grant is provided in a narrative. For example, the outlines a multi-year financial and operating model. This model is clearly described connecting the USBC requirement to the Mastery Strategy to be implemented, demonstrating a commitment to a long-term, multi-year financial and operating model to ensure project activities continue after federal funding ends (e51-e53). The applicant details a financial stability plan including various components that will continue or be used after the granting period. For example, the applicant notes that the Existing Recruitment Specialist will continue diverse recruitment strategies in high-need areas; revised materials will be used after grant ends and once curriculum is developed during the grant period, they will continue to offer instruction in these areas for future cohorts; students will continue to have access to the enhanced curriculum lab (e54). Detailed letters of support and MOU's outlining support of the proposed project are also provided in the narrative (e157-e169). Appropriate evidence of sustainable partnerships between the university, the school district, 21 high need schools, and other university offices is also clearly described (e55-e59; e157-e169).

v. The applicant provides clear evidence of commitments from the University of South Carolina Beaufort, Beaufort County

School District, 21 high-need schools and other eligible partners to ensure the success of the proposed project (e55). Detailed letters of support and MOU's outlining support of the proposed project are also provided in the narrative (e157-e169).

**Weaknesses:**

- i. None noted
- ii. None noted
- iii. None noted
- iv. None noted
- v. 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:**

Overview:

The applicant provides 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. The applicant could include job descriptions for key personnel in the event the applicant needs to hire new personnel. In addition, the applicant provides clear procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

i. The applicant provides an appropriate management plan designed to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. For example, the proposed management team will meet at least monthly to oversee implementation and will include multidisciplinary faculty from around the campus and the school district (e60; e102-e156). Additionally, to ensure the applicant achieves objectives on time, the management team will examine the management plan status chart monthly and review quarterly findings from their evaluator to inform strategic decision making, needed refinements, and fidelity of implementation (e59). The MT will also identify best practices to improve recruitment, preparation, support, and retainment of teacher candidates and beginning teachers across their partnerships (e59). To stay within budget, the MT will work with the Project Director and Finance Departments to oversee the federal funding as well as local and state funding that is contributed as match. They will maintain internal controls and examine monthly drawdowns to ensure fiscal accountability (e60). The applicant will also establish an Advisory Committee (e60). A detailed project timeline is also provided with key tasks and persons responsible is also provided in the narrative (e61-e65).

ii. The applicant provides a thorough plan for ensuring feedback and continuous improvement in the operation of the proposed project. For example, the applicant the applicant proposes to revisit their MASTERY logic model at least

quarterly. Benchmark data has been identified to annually assess progress in meeting their goals and objectives (e66). The applicant also notes that the evaluation team will provide ongoing feedback that will help guide continuous improvement (e66). Further, the applicant specifies they will review implementation data to determine if adjustments are needed which will help plan for sustainability after grant funds have ended and assist with the replication of MASTERY in other districts with similar demographics and needs (e66).

**Weaknesses:**

- i. None noted
- ii. 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:**

Overview:

The applicant provides adequate evidence of a program that is designed to reforms 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.

a. The applicant did not address this part of the competitive preference priority

b. The applicant provides strong evidence of the percentage of underrepresented minorities in the proposed target schools (e72). Adequate evidence of a program that will reform a teacher education program by improving the diversity of teacher candidates is provided in the narrative. For example, the applicant specifies emphasis on recruiting, preparing, supporting, and retaining diverse teacher candidates (e18). The applicant also provides evidence that they will focus on academically talented students, particularly students who are male, bilingual, and people of color (e19).



**Weaknesses:**

- a. The applicant did not address this part of the competitive preference priority
- b. 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:**

Overview:

The applicant provides clear evidence in the narrative of a proposed project that is 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.

The applicant provides clear evidence that their proposed project is designed to provide educators in shortage areas of math, biology, early childhood education (ECE), and have add-on certifications for English as a Second Language (ESOL), middle and high school science, special education, and Gifted and Talented (GT) (e18)

**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:**

Overview:

The applicant clearly provides a proposed project that will foster a sense of belonging and inclusion for underserved students. The proposed plan will appropriately implement evidenced-based practices for advancing student success for underserved students.

- a. The applicant provides clear evidence that the proposed project will provide social, emotional and academic supports (e18).
- b. The applicant provides solid evidence of evidence-based practices for providing candidates with social, emotional, and academic supports (e18).

**Weaknesses:**

- a. None noted
- b. 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:**

Overview:

The applicant failed to identify a specific targeted population for the proposed project. In addition, they have not examined the sources of inequities that could be used to develop the project and insure appropriate pedagogical practices would be included.

- a. Clear evidence is provided in the narrative noting the proposed project will meet needs of students within targeted high schools. For example, the applicant specifies MASTERY will enhance and expand their existing Teacher Cadet program that helps the district “grow their own” future educators within BCSD high schools in alignment with previously successful models (e18).

b. The applicant clearly proposes a project that will examines the sources of inequity and inadequacy and implement responses 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. The applicant specifies, in order to meet the district's, need for increased teachers with Gifted and Talented endorsements, they will offer an add-on in alignment with the state's requirements. They will also offer courses for Teaching ESOL and Science add-on certification and a cultural inclusiveness course to the teacher preparation program to promote equity in service delivery (e18-e19).

**Weaknesses:**

- a. None noted
- b. 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:**

The applicant demonstrates appropriate evidence indicating that the proposed project MASTERY will enhance and expand their existing Teacher Cadet program that is designed to helps the district "grow their own" future educators within BCSD high schools. This proposed project is directly in alignment with previously successful models.

**Weaknesses:**

None noted

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 06/07/2022 12:03 AM

Status: Submitted

Last Updated: 06/06/2022 11:38 PM

## Technical Review Coversheet

Applicant: University of South Carolina (S336S220034)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	28
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	30
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Educator Diversity	4	4
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	3	3
<b>Competitive Preference Priority 3</b>		
1. Meeting Student Needs	2	2
<b>Competitive Preference Priority 4</b>		
1. Promoting Equity	2	2
<b>Invitational Priority</b>		
<b>Invitational Priority</b>		
1. Grow Your Own	0	0
<b>Total</b>	111	109

# Technical Review Form

Panel #3 - Panel - 3: 84.336S

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

Applicant: University of South Carolina (S336S220034)

## 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) Evidence of a demonstrated rationale includes a 50% increase of vacant teaching positions at the beginning of this school year, a poverty rate of 71% in the BCSD, and 68% of elementary and middle school students not scoring proficient on Fall 2021 benchmark testing (page e.17)
- (ii) A demonstrated rationale is supported by only 22% of Kindergarteners showing readiness and a large number of uncertified staff in the nonprofit Early Childhood Education feeder school (page e18)
- (iii) The goals are supported by clearly specified and measurable objectives and outcomes and includes baseline data as applicable (page e24-e29).
- (iii) Through its requirements to be admitted and continue through the USCB's Professional Program as well as coursework to understand and implement empirically based practices and scientific valid research. The project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students (page e29-e30).
- (iv) Through its high-quality teacher mentoring with a trained faculty member and BCSD cooperating teacher and clinical experiences designed to practice application of the knowledge of pedagogy, the project will improve teaching and learning (page e32-e34)
- (v) Call Me MISTER, Grow Your Own, MTSS Framework, and teacher mentoring pieces of the project design provide up-to-date knowledge from research and effective practice (page e37, e101).
- (vi) The independent, third party provider, Evaluation team, Management Team, and Advisory Committee will provide performance feedback and continuous improvement through the gathering of feedback of the project as well as continuous improvement within the methods courses through the Plan, Do, Study, Act process (page e38-e39).

#### Weaknesses:

- (vi)The proposed one day Summer Institute for Candidates provides a long list of research-based teaching information which would support building capacity, however it is not required and would take more than a single day to build measurable improvement.

Reader's Score: 28

## 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 Group will provide valid and reliable performance data with over 30 years experience evaluating K-12 programs, expertise in all evaluation areas and creating project-specific, quantitative instruments and qualitative data collection techniques (page e40). A mixed-methods approach which supports the triangulation of quantitative and qualitative data from multiple sources will provide valid and reliable performance data on goals, objectives, and outcomes (page e41). The Measure and Collection Schedule provided for the project specifies how the project will provide valid and reliable performance data on goals, objects, and outcomes as well as supports the thoroughness of the plan ( page e42).
- (ii) The instruments used will provide valid and reliable performance data on student achievement, teacher effectiveness, and teacher certification through a pilot testing and internal consistency reliability indices (page e44). The Logic Model demonstrates the feasibility of the project by providing a theoretical foundation to guide evaluation design, data collection methodology, and data analysis and reporting (page e45 and e101) The impact study is reliable and will provide performance data on the outcomes through a longitudinal, quasi-experimental design.

#### Weaknesses:

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 specific line items reflect needs of each organization and reflect recent estimates, quotes, and organization policies which are reasonable in relation to the objectives, design, and potential significance of the proposed project (page e49, e185-e207).
- (ii) The specific line items reflect needs of each organization and reflect recent estimates, quotes, and organization policies which are reasonable in relation to the objectives, design, and potential significance of the proposed project (page e49, e185-e207).
- (iii) The Universities non-federal commitment of \$4,804,300 and use of existing facilities, equipment, supplies, and resources demonstrates commitment in the success of the proposed project (page e48).
- (iv) Through the MOU's and match commitments from partners it is evident that the applicant has the resources to operate the project beyond the length of the grant (page e158-e169)
- (v) The information provided in Table 7 TQQP Partnership Commitments as well as the MOU's demonstrate commitment and relevance of each partner to the implementation and success of the proposed project (Page e55-e59, e158-e169).

**Weaknesses:**

No weaknesses were 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 TQP Management Plan provides the timeline, milestones, and responsible member's initials for the proposed project (page e62-e65)
- Through structures and processes that have been created within the MASTERY design, feedback and continuous improvement will be documented throughout the proposed project (page e65)

**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:**

(b) The USCB and BCSD Teacher Cadet program at each high school focus on academically talented students who are male, bilingual, and people of color improving the recruitment of a diverse educator workforce (page e19)..

(b) The Call Me MISTER program will recruit and support males of color to teach in elementary classrooms and improving a diverse educator workforce (page e19)

**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:**

- We will work to recruit mid-career professionals with significant experience in the most in-demand teaching areas of math, science, biology, and ESOL. USCB's Vice Chancellor of Enrollment will conduct targeted marketing and recruitment activities aimed to welcome adult learners into the program such as developing partnerships with local professional (page,e19)

**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:**

(a) The affinity networks that are available to students will foster a sense of belonging and inclusion for underserved students (page e22)

(a) Free counseling will be provided to support teacher candidates and beginning teachers' social, emotional, and academic needs (page e23)

**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:**

- A culturally inclusive course will prepare educators to work with diverse language learners and students in poverty to better prepare them to create inclusive, supportive, equitable, unbiased, and identity safe learning environment for their students (page e21-e22)

**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 USCB and BCSD Teacher Cadet program at each high school focus on academically talented students who are male, bilingual, and people of color improving the recruitment of a diverse educator workforce (page e19).

**Weaknesses:**

No weaknesses noted

**Reader's Score:** 0

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Status: Submitted

Last Updated: 06/07/2022 09:09 PM

## Technical Review Coversheet

Applicant: University of South Carolina (S336S220034)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	28
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	30
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Educator Diversity	4	4
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	3	3
<b>Competitive Preference Priority 3</b>		
1. Meeting Student Needs	2	2
<b>Competitive Preference Priority 4</b>		
1. Promoting Equity	2	2
<b>Invitational Priority</b>		
<b>Invitational Priority</b>		
1. Grow Your Own	0	0
<b>Total</b>	<b>111</b>	<b>109</b>

# Technical Review Form

Panel #3 - Panel - 3: 84.336S

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

Applicant: University of South Carolina (S336S220034)

## 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 partnership between USCB and BCSD will lead to an expanded pool of well-prepared and diverse applicants in Beaufort County by designing and implementing the MASTERY pre-baccalaureate program and several recruitment strategies such as the Teacher Cadet program at each high school. (pgs. e17-e19) 5
- (ii)The objectives, measures, and desired outcomes for MASTERY will demonstrate the impact of the MASTERY program by generating a robust/exhaustive set of effectiveness data. (pgs. e24-e29) 5
- (iii)The proposed MASTERY comprehensive and exceptional approach will improve teaching and learning by reforming the teacher preparation program through multiple strategies such as state licensing accountability, promoting strong teaching skills, collaborations across USCB's various departments, induction programs and many other activities. (pgs. e29-e30) 5
- (iv)The design of the proposed project is supported by evidence-based practices such as Grow Your Own, MTSS and mentoring programs. (pgs. e37-e38) 5
- (v)The program performance feedback and continuous improvement will demonstrate levels of effectiveness by providing cycles of student performance, perception, and outcome data from the various evaluations embedded in the program evaluation designed by The Evaluation Group. (pgs. e38-e39) 5
- (vi)The proposed project will sustain beyond the period of Federal financial assistance by developing resources and physical spaces that will outlive the life of the grant. Additionally, USCB plans to absorb the costs associated with the most effective strategies and resources. (pgs. e39-e40) 3

**Weaknesses:**

(vi) Because there is a Professional Development Day that is not a mandatory event, this possibly impedes the opportunity for capacity building. If the Professional Development content is critical to the project implementation, every targeted stakeholder should learn the content. Professional Development is intended to build capacity in participants. Learning that never happens, cannot be sustained. Nonmandatory Professional Development Days leave opportunity for less than 100% attendance.

**Reader's Score: 28**

**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 strategy will provide adequately valid and reliable performance data on relevant outcomes by collecting and monitoring data that is clearly aligned to the program desired outcomes on formative and summative cycles. (pgs. e40-e44) 10
- (i) The evaluation strategy will prove to be quite feasible and appropriate by directly aligning the timeline and data collection process with the identified objectives, measures and desired outcomes of the proposed project. (pgs. e42-e44) 10

**Weaknesses:**

No weaknesses

**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 various supports stem from each of the partner organizations, which suggests exemplary capacity for the proposed program to be implemented with fidelity. (pgs. e48-e49) 6

(ii)The expenditures outlined in the proposed project's budget suggests fiscal capacity to adequately implement the proposed project given that each Partner is making in-kind commitments 6

(iii)The proposed project costs for the identified personnel are reasonable given that the intended impact of the program (pg. e50). 6

(iv)The applicant demonstrates exemplary capacity to operate the project beyond the life of the grant by developing a multiyear financial model that includes a sustainability plan for every component of the project such as the University assuming mentor expenses for faculty. (pgs. e53-e54) 6

(v)The proposed finances and resources offered from the partners demonstrate an exemplar level of relevance and commitment. The applicant letters and MOUs of support. (pg. e54) For example, HNS's commitment to recruit and hire mentors and USCB's ensure programmatic and fiscal accountability. (pgs. e55-e56). 6

**Weaknesses:**

No weaknesses

**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 use of the MASTERY management team to manage project activity related to the launch of the residency program and other implementation processes will provide an adequate approach to project oversight and management. Monthly meetings of this team provide a forum for monitoring progress and assessing the effectiveness of major project tasks (p. e59). Qualifications are included for key project managers and personnel to provide evidence of leadership and expertise needed to oversee the implementation of proposed project tasks (p. e63-e65). An TQP Management timeline provides a scope in carrying out the objectives of the proposed project on time.10

(ii) The project will develop a culture around feedback and continuous improvement by accessing a logic model and, evaluation, and structures. 10

**Weaknesses:**

No weaknesses

**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 proposed project will increase the diversity of the teaching pool by recruiting candidates who can meet the need of the shortage areas such math, science, and ESOL. Additional focus will be placed on academically talented students who are male, bilingual and people of color. (pg. e18)

**Weaknesses:**

No weaknesses

**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 proposed project will increase the diversity of the teaching pool by recruiting candidates who can meet the need of the shortage areas such math, science, and ESOL. Additional focus will be placed on academically talented students who are male, bilingual and people of color. (pg. e18) The expansion of the Call Me MISTER program will also increase the diversity of the teaching candidate pool. (pgs. e19-e20)

**Weaknesses:**

No weaknesses

**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 will improve the students' social, emotional, academic and career development by using MTSS, the five components of cultural inclusiveness within the PBIS framework as an evidence-based practice for advancing student success, tutoring and counseling services for teacher candidates and beginning teachers. (pg. e23)

**Weaknesses:**

No weaknesses

**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 will promote educational equity by reforming the curriculum with offerings such Teaching ESOL and Science add-on certification targeting early learning through high school programs. (pg. e30)

**Weaknesses:**

No weaknesses

**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 proposed project will increase the number of students who enter the teacher education with an emphasis on the high need areas of math, biology, and early childhood by implementing the GYO program. (pg. e14)

**Weaknesses:**

No weakness

**Reader's Score:** 0

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