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

Technical Review Coversheet

Applicant: REACH INSTITUTE FOR SCHOOL LEADERSHIP, dba REACH UNIVERSITY (S336S220062)
Reader #1:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	0
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	107

Technical Review Form

Panel #1 - Panel - 1: 84.336S

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

Applicant: REACH INSTITUTE FOR SCHOOL LEADERSHIP, dba REACH UNIVERSITY (S336S220062)

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) (e21-32) The project's design is based on a rationale that there is a need for services that will decrease or eliminate the teacher shortage. For example, statewide and local data demonstrated that 7% of teachers were uncertified (pg. e21). Shortages are noted in critical areas. Lastly, the rationale for selecting the districts was based on racial disparities between the student population and teachers, indicating a need for more diverse teacher candidates. Other factors that contribute to the rationale for the provision of services include low academic performance of students and teacher shortage disparities,

(ii) (e32-35) The applicant clearly articulates the goals, objectives, and anticipated outcomes for the project. For example, long-term goals are identified as ending the state's teacher shortage by 2027 and achieving a student-teacher demographic match by 2030 (pg. 32). Four project goals are indicated, supported by 10 objectives and goals.

(iii) (e 35-36) The project serves as a method to dismantle barriers to entering the classroom as part of a local and statewide effort to increase teacher certification. The applicant identifies barriers in other programs such as proximity to campus, a lack of contextual knowledge, tuition costs, and limited training. The applicant addresses these barriers by providing a program that does not have the same educational requirements and eliminates tuition concerns.

(iv) (e 36-48) Ample evidence is provided to demonstrate that the selection of project activities was the result of research and is reflective of up-to-date knowledge and current practices. For example, the creation of a single pathway to encourage persistence is the result of research about other programs and how those alternative pathways have too many opportunities to stray from the path (pg. e36). Other project design components that are the result of research include the recruitment of local teachers in an effort to match student-teacher demographics (pg. e37); the apprenticeship degree model (pg. e39); mentoring (pg. e43), and social-emotional learning and development (pg. e44).
(v) Performance feedback and continuous improvement are key components of the project. The applicant comprehensively addresses this by providing information on reporting and dissemination procedures (pg. e 48). The applicant clearly articulates qualitative and quantitative tools such as summer training performance screen, instructional

coaching data, surveys, and performance evaluations. The aforementioned information tools will be used to determine how to improve activities.

(vi) The project's ability to build capacity and yield results beyond the conclusion of federal funding is well documented. Capacity building efforts are systemic and should result in alignment between the project and future partners. Specific elements that are anticipated to yield results include improvements to the recruitment strategy and support via RAP, WIOA, and Pell funding to support degree costs and certification costs. (pg. e49)

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

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

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

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

Strengths:

(i) The plan of evaluation thoroughly details all evaluation activities. The methods of evaluation are certain to produce performance data via assessments of implementation indicators. Administrative data collection will lead to quantifiable data while surveys and focus group data will produce qualitative results (pgs. e49-50). All data sources are clearly identified.

(ii) The methods of evaluation align with the goals, objectives, and outcomes of the project. The evaluation plan is feasible as demonstrated by prior data collection efforts on the applicant's part (pg. e53).   Formative and summative evaluation measures are discussed, illustrating a thorough evaluation (pg. e54)

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

(i)   The adequacy of support, including facilities, equipment, supplies, and other resources,

from the applicant organization or the lead applicant organization.

(ii) **The extent to which the budget is adequate to support the proposed project.**

(iii) **The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**

(iv) **The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.**

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

Strengths:

(i) The applicant organization convincingly demonstrates support for the project by leveraging expertise, knowledge, resources, and infrastructure (pg. e54). Given the applicant's prior experience in implementing similar projects, staff have a unique understanding of needs. Examples of resources include access to materials and applications such as Zoom Google, Canvas, and access to university libraries.

(ii) The budget is adequate and cost-effective given the use of various funding sources. All aspects of implementation are addressed within the budget. Most costs are allocated for personnel, but other funds are noted for key project implementation components.

(iii) The outlined costs are reasonable as illustrated by significant internal and external resources. The applicant leverages partnerships to institutionalize products. In addition, match from the applicant institution and partner LEAs aid in reducing costs related to salary costs, travel, and other costs. As a note, but not a weakness, some salaries, such as those for the TNTP Partner, Director, Senior Effectiveness Coach, Admissions and Recruitment Director, and Senior Manager are significantly higher given the target market in Arkansas.

(iv) Sustainability is well-demonstrated via the establishment of an apprenticeship. This model serves as a sustainable model for teacher preparation (pg. e58). Partnership commitments are articulated via letters of support (pgs. e144-153)

(v) The applicant demonstrates a strong partner commitment that will aid in the institutionalization of project elements such as enhanced retention and recruitment efforts of local talent (pg. e59). The partnering institutions and LEAs are committed to sharing expertise and resources to support academic and community development.

Weaknesses:

No weaknesses noted.

Reader's Score: **30**

Selection Criteria - Quality of the Management Plan

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

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

(i) **The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and**

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

Strengths:

(i) The management plan is thoroughly detailed. Throughout the duration of the grant the role of TNTP's Partner will be to oversee the implementation of the totality of the project, including managing progress toward project goals(pg.60). Other roles and responsibilities include the Chancellor, Provost, Dean of Undergraduate Studies, and Lead Instructors. Project staff are highly qualified as demonstrated by their educational and professional backgrounds (pgs. e89-142) The management plan is strong and has addressed all components needed to execute the project (pgs. 59-64.). A five-year timeline is included as evidence of the applicant's ability to achieve objectives on time and within budget.

(ii) Feedback procedures are clearly articulated. The main partners will monitor progress via collaborative efforts between the TNTP's data manager and Reach University's Institutional Research Office (pg. e65). Quarterly meetings will allow staff to determine if the project is making appropriate progress and allow for modifications if deemed necessary.

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:

No strengths noted.

Weaknesses:

The applicant does not apply for the Competitive Preference Priority. (3 points not awarded)

Reader's Score: 0

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 convincingly demonstrates that project services will increase the number of well-prepared, diverse, and effective educators. There is a large potential pool of classified personnel who will be recruited to engage in the apprenticeship program (pgs. e22-25). For example, in one district, 93% of students are students of color as compared to only 43% of teachers. However, 93% of classified personnel are from minority backgrounds similar to the target population (pg. e24). The program's recruitment efforts should support closing that gap.

   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 proposed project thoroughly addresses the improvement of students' social, emotional and academic development by providing related instruction and resources such as mentors (pg. e20). School-based mentors will coach new teachers in effective practice related to SEL.

   (b)To further address supporting the social, emotional, and academic needs of students, teacher candidates will learn about SEL via the CASEL SEL Framework during the instructional period.

   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) The project will promote educational equity in several ways. The primary way is by enhancing the teacher candidate's knowledge about creating an inclusive environment by way of culturally responsive teaching.

   (b) Because of the applicant's commitment to recruiting teachers within the districts, students will benefit from their knowledge of the school culture and student backgrounds. This will allow educators to efficiently implement strategies such as organizing learning communities.

   Weaknesses:

   No weaknesses noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

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

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

   Strengths:

   The applicant presents a strong Grow Your Own initiative via the TAP Local Talent Project. The approach is the result of research-based practices and has a strong rationale. For example, the recruitment of local teacher candidates who hail from backgrounds similar to the target population will allow them unique insight into the mindset of students. This results

in the quick implementation of instructional strategies because they understand students. (pgs. e20-e21)

Weaknesses:

No weaknesses noted.

Reader's Score: 0

Status: Submitted

Last Updated: 06/06/2022 03:22 PM

Technical Review Coversheet

Applicant: REACH INSTITUTE FOR SCHOOL LEADERSHIP, dba REACH UNIVERSITY (S336S220062)
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	0
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	107

Technical Review Form

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

Applicant: REACH INSTITUTE FOR SCHOOL LEADERSHIP, dba REACH UNIVERSITY (S336S220062)

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 well-detailed rationale of the program is based on the "Reach Method" this is a highly successful approach already in use. The applicant and other partners will address the statewide need for certified teachers and shows supporting research for the rationale. For example, as of the 2020-2021 school year, 7% of Arkansas's teachers were uncertified or teaching out of the field. Furthermore, among these uncertified teachers currently in Arkansas' classrooms, 57% are on an Act 1240 waiver with the remaining long terms substitutes at (26%) and staff on emergency teaching permits at (17%). Additionally, teacher shortages are not evenly distributed throughout the state, rather, they are concentrated in districts with high levels of poverty, overcrowded classrooms, and inadequate infrastructure (Koehler et al.,2018). Statewide student test score lag, for instance, (NAEP) scores for 2019 were 33% (pages e21-e32).

   (ii) The goals, objectives and activities are clearly stated (pages e32-e36). The applicant proposes an overarching vision for the project to provide an efficient, cost-effective, and impactful pathway for currently employed school-based personnel to earn bachelor's degrees. This would allow certification and highly qualified teachers to teach in their home communities. For example, by the end of year 1 of the project and year 2, the applicant will focus on recruitment plans, along with goal setting with the program partners. For example, the objective1 "launch a teacher preparation program that meets the need of local school districts" will lead to the outcome to prepare, graduate and place 288 high-quality, fully certified teachers in high needs schools.

   (iii) The narrative is clear to describe how the project aligns with the comprehensive effort to increase teacher capacity (pages 35-e36). The applicant gives a list of non-traditional pathways to teacher certification offered by the state of Arkansas and explains how implementing its program will alleviate the affected of such barriers.

   (iv) The applicant provides thorough narrative that the project design is supported with up-to-date knowledge from research and effective practice by demonstrating a strong and comprehensive plan (pages e36-e48). Specifically, the project will provide participants with individualized support, guidance, and encouragement by pairing them with mentor teachers. This will increase the likelihood of participants becoming fully certified teachers of record (Hu & Ma, 2010). Additionally, most paraprofessionals entering teaching programs already have at least four years of relevant time spent in

the classrooms. This results in higher rates of retention, once certified (White, 2004).

(v) The narrative clearly explains multiple methods for performance feedback and continuous improvement (page e48). Multiple methods are listed. These include instructional monthly coaching cycles based on our coaching framework; Assessment of Classroom Effectiveness (ACE) performance evaluation of candidates during lead teaching year, student perception surveys, and school leadership surveys.

(vi) The applicant clearly describes 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 (pages e48-e49). As the program is tapping into already existing resources, moving paraprofessionals into teaching positions once they are credentialed will provide a sustainable method beyond federal assistance.

Weaknesses:

(i) No weaknesses noted.

(ii) No weaknesses noted.

(iii) No weaknesses noted.

(iv) 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 research methods are extensive to provide reliable data (pages e50-e52). The plan proposes to use an implementation strand of study that will provide context to interpret impact results and provide formative feedback to program administrators for program improvement. Such a study will include a multi-step year-to-year implementation to evaluate in year 1, to evaluate partnerships and the cooperation of those partnerships. Furthermore, a sustainability framework and scale-up literature to address sustainability by using benchmarks, interviews, focus groups with participants, and surveys. Additionally, the project will use a quasi-experimental design to compare teacher effectiveness and retention outcomes of matched samples of teachers.

(ii) The applicant's methods of evaluation are thorough, feasible, and appropriate to the goals and objectives along with the outcomes of the project. Specifically, the evaluation questions and other data collection proposed by the project specifically addresses the goals and objectives of the project. For example, the width of the teacher pipeline in high need

subject areas is addressed in (EQ5) by increasing the representation of BIPOC in that pipeline. (EQ6) by graduating effective teachers and (EQ7) retaining program completers in high needs schools. Furthermore, the plan's provision of quick response memos, annual reports, and interim reports will allow assessments of progress toward the goals and objectives of the program (page e53).

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's resources are well-defined for the project. For example, program participants are provided all necessary materials and applications to fully participate in the program such as Zoom, Google Suite, and Canvas to engage in lectures synchronously and asynchronously. Additionally, participants are not required to travel, therefore, personalized online seminars focus on core content mastery (e.g., literacy and English language, arts, math, science, and social science), and applied teaching methods. Furthermore, all LEA partners will provide space for teacher candidate training, and preparation along with mentoring space for activities (pages e53 and e54).

   (ii) The budget is convincing to support the project. Specifically, the bulk of the expenses are related to personnel costs for the project such as training local personnel to ensure the implementation of the project. Project costs will decrease with time as local district personnel pick up responsibilities for maintaining the project (page e57).

   (iii) The budget's costs are reasonable in relation to the objective, design, and significance of the proposed project. For instance, costs are related to sustaining the project through local funding streams. Such costs as, associated with launching and fully implementing, and evaluating the project beyond the life of the grant (page e58).

   (iv) The applicant clearly demonstrates that it has resources that will sustain the project beyond the life of the grant. For instance, the applicant will identify existing paid positions in school districts to offer mentorships that lead to recognized

industry credentials and promotion programs. Additionally, launching an alternative program (RAP) registered apprenticeship program to be cost-effective and sustainable for teacher preparation (page e58).

(v)The narrative is well-defined to demonstrate partnership commitment (pages e59-e64). Not only are partners committed to sustainability, they are integrated into the management plan. In this way, activities of the projects are sufficiently institutionalized.

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 demonstrates an inclusive management plan for the project. Specifically, the plan proposes a year-by-year synopsis of program goals and objectives. The plan describes each year's goal for the project. For example, in year 1, January- June implementation of the program and mentor teacher development and recruitment, to be completed by the TNTP Directors, TNTP Mentorship Team. Furthermore, all milestones and responsibilities are addressed in the narrative (pages e61-e64).

(ii) The plan is thorough for ensuring feedback (page e65). Activities are aligned in the evaluation plan; however, the applicant incorporates continued discussion among partners. For example, by facilitating quarterly meetings with project staff and leadership. Project staff bring program data to these calls and in collaboration, the team will decide whether goals are on track or if course correction is needed.

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:

   No strengths noted.

   Weaknesses:

   No weaknesses noted.

Reader's Score: 0

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 narrative is clear to address the priority as the applicant focuses on building its teacher workforce by targeting paraprofessionals (pages e19-e20). Specifically, by leveraging interested classified personnel employed in member districts to become certified teachers in high-need areas , the applicant will increase the diversity of qualified teachers entering the profession.

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 narrative is substantial for supporting this CPP (page e20). Specifically, by implementing the CASEL SEL Framework in the instruction of teacher candidates in conjunction with the school-based mentors who will coach and support new teachers in cultivating positive student mindsets, fostering strong relationships with students, creating culturally responsive, supportive, and engaging learning environments, and providing opportunities for students to engage in positive productive struggle.

   (b)The applicant will implement the CASEL SEL Framework (page 20) to serve students in the target area. Data was provided to show students from high-need areas. Implementing SEL will substantially meet this competitive preference priority.

   Weaknesses:

   (a) No weaknesses noted.

   (b) 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)The applicant is clearly aligned for this indicator (pages e21-e64). The program will benefit students at all grade levels. Activities will be implemented in all programs in such a way that teachers will be placed at all targeted schools.

(b) The narrative substantially supports this criterion. Specifically, by implementing culturally responsive teaching and learning frameworks embedded in the instruction, ensuring that culturally responsive teachers use knowledge of their students' backgrounds to organize strong learning communities, create challenging learning goals, and differentiate instruction based on student needs to make learning more relevant and effective (page e20).

Weaknesses:

(a) No weaknesses noted.

(b) No weaknesses noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

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

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

Strengths:

The applicant substantially promote a "Grow Your Own" culture to meet the requirements of the Invitational Priority using a multi-state partnership. The narrative is a description of how the program will address shortages of teachers in high-need areas, schools, and geographic areas. Furthermore, the applicant describes, in detail, how it will address the shortage of school leaders in high-need schools and increase the diversity of qualified individuals entering the teacher, principal of other school leader workforce. Thus, the applicant does address this Invitational Priority.

Weaknesses:

No weaknesses noted.

Reader's Score: 0

Status: Submitted

Last Updated: 06/07/2022 11:30 AM

Technical Review Coversheet

Applicant: REACH INSTITUTE FOR SCHOOL LEADERSHIP, dba REACH UNIVERSITY (S336S220062)
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	0
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	107

Panel #1 - Panel - 1: 84.336S

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

Applicant: REACH INSTITUTE FOR SCHOOL LEADERSHIP, dba REACH UNIVERSITY (S336S220062)

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 application provides a comprehensive description on how the proposed project demonstrates a rationale. The logic model includes processes (inputs and activities; outputs) and outcomes (short-term; medium-term; long-term). The rationale for the proposed project include the consideration of: the statewide and local need for an approach like the Reach Method, which has proven highly successful at Reach University; and how the project is designed to address the need. During the project period, the proposed project will serve at least 25 candidates in year 1, 100 candidates in year 2, 300 candidates in year 3, and 500 candidates in year 4, and another 500 in year 5, with the goal of placing at least 90% of program completers in their home districts as teachers of record (pgs. e11; e21-e32; e88).

   (ii) The application clearly describes goals, objectives, and outcomes to be achieved by the proposed project that are clearly specified and measurable. The proposed project addresses two long-term visionary goals: to end Arkansas' structural teacher shortage by 2027 and to achieve an Arkansas student-teacher demographic match by 2030. The applicant describes four (4) goals, aligned with measurable objectives and outcomes (pgs. e32-e35).

   (iii) The applicant demonstrates how the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The Arkansas State Department of Education has implemented a number of local and statewide efforts to address critical teacher shortages. The proposed partnership represents the first step in a multi-step and multi-institution process, which can encourage program disengagement. The proposed project represents a unique approach to teacher certification in Arkansas, primarily because candidates are not required to enter the program already having completed their Bachelor's degree and because interested candidates will be recruited from local LEAs where they will then become teachers of record, meaning they are likely to be long-term teachers in the LEA (pgs. e35-e36).

   (iv) The applicant clearly describes the design of the proposed project that reflects up-to-date knowledge from research and effective practice. The applicant thoroughly describes how the project design components are based on research in five (5) specific components. For example, Component 1: Candidates are recruited from local high-need LEAs, ensuring that new teachers will reflect the student population they will serve. The applicant presents various research studies

supporting this component, including the following: Paraprofessionals usually seek to teach in the communities in which they grew up in, live in and raise children in (Chopra et al., 2004). They tend to reflect the composition of the student body, which research shows helps increase student achievement (pgs. e36-e48).

(v) The applicant provides clear performance feedback and continuous improvement that are integral to the design of the proposed project. The applicant demonstrates that providing teacher candidates frequent and contextualized feedback will be critical in preparing high-quality teachers. The applicant describes the qualitative and quantitative tools that will be utilized to provide and receive feedback for continuous improvement. This feedback will include summer training performance screening; instructional monthly coaching cycles based on the coaching framework; assessment of Classroom Effectiveness (ACE); student perception surveys; and school leadership surveys (pg. e48).

(vi) The applicant demonstrates how the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. The applicant will work in partnership with Great Rivers Education Service Cooperative, to establish a project leadership team that will monitor the implementation of the project and its progress toward meeting goals and objectives. The leadership team will meet at least monthly to engage in conversation on the elements that are working and what might need to be adjusted in specific district or school contexts. As part of the planning process, the project team will work both internally and with an eternal evaluator to establish a continuous improvement strategy, leveraging formative, summative, and long-term outcomes. The team will develop a shared vision, a recruitment strategy, and continued funding strategies (Registered Apprenticeship Program RAP, and Workforce Opportunity and Innovation Act – WIOA funding), which can support both degree costs and certification costs (pgs. e48-e49).

Weaknesses:

(i) No weaknesses were noted.

(ii) No weaknesses were noted.

(iii) No weaknesses were noted.

(iv) No weaknesses were noted.

(v) No weaknesses were noted.

(vi) No weaknesses were 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 demonstrates that the methods of evaluation will provide valid and reliable performance data on relevant outcomes. The applicant will utilize Education Analytics (EA), a non-profit research and analytics organization with experience in supporting large-scale evaluations of teacher pipeline programs to conduct an independent evaluation of the proposed project. The project evaluation will be guided by the logic model and will address nine questions in the categories of implementation, impact, and cost (pgs. e49-e53).

(ii) The applicant clearly describes how the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The evaluation questions and proposed data collection and analyses specifically address the goals and objectives of the proposed project, which include increasing the width of the local teacher pipeline to high need subject areas (EQ 5), increasing the representation of Black, Indigenous, and people of color (BIPOC) in the pipeline (EQ6) graduate effective teachers (EQ 7), and retain program completers in high need schools (EQ8) and creating a sustainable, scalable, and feasible program (EQ 3, 4 and 9). The evaluation will include the collection and reporting on measures of achievement (effectiveness) for program participants, retention, past rates on state certification assessments, the percentage of teachers hired by high needs schools and LEAs, the percentage who are members of underrepresented groups and who teach in high need subjects or areas, disaggregated by school (pgs. e53-e54).

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 applicant clearly describes the adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization. The applicant will leverage existing expertise, knowledge, resources, and infrastructure to ensure that the program is implemented with fidelity and is sustained beyond the funding provided by the grant program. The lead applicant has more than a decade of experience delivering successful job-embedded certificate and degree programs. The participants are provided with the materials and applications to participate in the program, including Zoom, Google Suite, and Canvas to engage in course lectures (synchronous and asynchronous to accommodate working schedules), assignment preparation, and collaborative learning. Participants also have access to online research databases through the university library (pgs. e54-e57).

(ii) The applicant provides a budget that is adequate to support the proposed project. The applicant, in this Adequacy of Resources section of the application narrative, indicates that the large percentage of expenses are related to personnel costs that are needed to train local personnel and to ensure the implementation of the proposed project is successful. The applicant, in the budget and the budget narrative, describes line items in the following categories: personnel, fringe benefits, travel, supplies, contractual, other, indirect costs, and training stipends. The applicant demonstrates that the project costs decrease with time as local district personnel provide the responsibilities for maintaining the project. Local personnel will participate in a train-the-trainer model as they are prepared to take on project responsibilities once full implementation is reached (pgs. e57; Budget Narrative).

(iii) The applicant provides a budget that is reasonable to support the proposed project. The applicant, in this Adequacy of Resources section of the application narrative, indicates that the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. The costs associated with fully implementing and evaluating the project are reasonable as they relate to ensuring the project will continue beyond the life if the grant (pgs. e58; Budget Narrative).

(iv) The applicant demonstrates that it has the resources to support the program beyond the length of the grant. The applicant indicates that the proposed program was designed with long-term sustainability in mind. The applicant provides letters of support from the project partners and from the Assistant Commissions in the Division of Elementary and Secondary education at the Arkansas Department of Education (pg. e58).

(v) The applicant describes the relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. The proposed project is a partnership of Reach University, Oxford Teachers College, the Faculty of Arts and
Sciences, TNTP (a national non-profit formerly known as The New Teacher Project), Great Rivers Service Cooperative's LEAs and schools. The management plan presented in section D details each partner's commitment and duties related to the project. TNTP and Reach University have a pre-existing partnership in which they have carried out teacher preparation programs that meet the needs of local LEA partners. This project will have the same level of commitment from both. The applicant demonstrates that the LEA partners are committed to the project through their Superintendents' positions on the Great Rivers Education Service Cooperative board of directors, acknowledged in the letter of support accompanying this proposal (pgs. e11; e59).

Weaknesses:

(i) No weaknesses were noted.

(ii) No weaknesses were noted.

(iii) No weaknesses were noted.

(iv) No weaknesses were noted.

(v) 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:

(i) The applicant describes a comprehensive 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 describes the qualifications and the roles and responsibilities of the key project personnel. The applicant provides a thorough management plan with each goal aligned to objectives, milestones, personnel responsible, and timeline (pgs. e59-e64).

(ii) The applicant describes an adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. The applicant prioritizes continuous improvement by setting measurable goals with clear objectives and time-bound benchmarks. The applicant demonstrates that this monitoring process keeps program evaluation on the surface by facilitating quarterly meetings with project staff and leadership. The project staff members bring program data to meetings and the team will decide whether goals are on track or if course correction is needed. The applicant demonstrates that reports on each LEA's performance against its goals are reviewed regularly by Team Leadership. When goals are off track, the program managers will present an intervention plan designed to improve. The project maintains a data manager and the applicant leverages its Institutional Research office to track the progress toward goals (pg. 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:

   Overview:
   The applicant did not address Competitive Preference Priority 1: Increasing Educator Diversity.

   (a) N/A

   (b) N/A

   Weaknesses:

   (a) N/A

   (b) N/A

Reader's Score: 0

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 clearly addresses Competitive Preference Priority 2: Supporting a Diverse Educator Workforce and Professional Grow to Strengthen Student Learning.

   The applicant clearly addresses Competitive Preference Priority 2: Supporting a Diverse Educator Workforce and Professional Grow to Strengthen Student Learning. For example, the design of the proposed project is intended to leverage interested classified personnel employed in Great Rivers member districts to become certified teachers in high-

need areas of eastern Arkansas, thereby increasing the diversity of qualified teachers entering the profession. The applicant provides the race/ethnicity breakdown of current (2021-2022) teachers in each district compared to the race/ethnicity of classified personnel compared to the race/ethnicity of students in each district. This data demonstrates a resource of untapped talent that can be efficiently leveraged to address critical teacher shortages (pgs. e19-e20; e22-e25).

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:

   Overview:
   The applicant clearly addresses Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs.

   (a) The applicant clearly addresses Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs. The applicant describes fostering a sense of belonging and inclusion for underserved students. The project will implement the CASEL Social and Emotional Learning (SEL) Framework in the instruction of teacher candidates in conjunction with the school-based mentors who will coach and support new teachers in cultivating positive student mindsets; fostering strong relationships with students; and creating culturally responsive, supportive, and engaging learning environments (pg. e20).

   (b) The applicant clearly describes implementing evidence-based practices for advancing student success for underserved students. The applicant describes Component 4, that is a focus on social-emotional learning and development, and culturally responsive teaching practices that promote educational equity. The applicant demonstrates that compelling national evidence suggests that a school's emphasis on social and emotional learning is correlated with student academic gains and improved attitudes about self, others, and school, as well as reduced teacher burnout (CASEL, 2003) (pg. e44).

Weaknesses:

(a) No weaknesses were noted.

(b) 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:

   Overview:
   The applicant clearly addresses Competitive Preference Priority 4: Promoting Equity in Student Access to Educational Resources and Opportunities.

   (a) The applicant clearly addresses Competitive Preference Priority 4: Promoting Equity in Student Access to Educational Resources and Opportunities. The applicant demonstrates a project that is designed to promote educational equity and adequacy in resources and opportunity for underserved students. The design of the Local Talent project meets this priority by implementing culturally responsive teaching and learning frameworks embedded in the instruction. This framework will ensure that culturally responsive teachers use knowledge of their students' backgrounds to organize strong learning communities, create challenging learning goals, and differentiate instruction based on student need to make learning relevant and effective (pgs. e20; e44).

   (b) The applicant examines the sources of inequity and inadequacy and implement responses, and that 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. The applicant describes Component 4: Focus on social-emotional learning and development, and culturally responsive teaching practices that promote educational equity (pg. e44).

Weaknesses:

(a) No weaknesses were noted.

(b) No weaknesses were 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:
   Overview:
   The applicant clearly addresses the Invitational Priority: Grow Your Own.

   The applicant clearly describes the Invitational Priority: Grow Your Own. The design of the TAP Local Talent project meets the requirements of the Grow Your Own Program Invitational Priority by intentionally recruiting local teacher candidates who represent racially/ethnically, socioeconomically, culturally, the communities in which they live and work to become fully certified teachers in high-need areas (pg. e21).

   Weaknesses:
   No weaknesses were noted.

Reader's Score: 0

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