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

Technical Review Coversheet

Applicant: Reach Institute for School Leadership, dba Reach University (S423A220088)
Reader #1:   **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Quality of Project Design			
1. Project Design		35	35
Significance			
1. Significance		25	23
Quality of the Management Plan			
1. Management Plan		20	18
Quality of the Project Evaluation			
1. Project Evaluation		20	18
	Sub Total	100	94
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority 1			
1. Educator Diversity		5	3
Competitive Preference Priority 2			
1. Promoting Equity		3	3
Competitive Preference Priority 3			
1. Meeting Student Needs		2	2
	Sub Total	10	8
	Total	110	102

Technical Review Form

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

Applicant: Reach Institute for School Leadership, dba Reach University (S423A220088)

Questions

Selection Criteria - Quality of Project Design

1. **A. Quality of Project Design (35 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 training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.
   (7 points)

   (ii) 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.(7 points)

   (iii) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
   (7 points)

   (iv) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.
   (7 points)

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

   Please provide Overview Statement on top of first Strength comment.

   Strengths:

   The proposal for Reach to Teach! demonstrates a quality project design with adequate strategies to achieve the intended outcomes of training 140 highly-effective teachers by the end of the grant period. The proposal describes an exceptional approach to create a job-embedded apprenticeship pathway to support novice teachers to obtain a Bachelor's and teaching credential. The pathway demonstrates a comprehensive set of services that are of sufficient quality, intensity and duration. Additionally, the project takes an exceptional approach to build capacity and yield results beyond the award period by including elements of sustainability in the overall project design. Also, the proposal presented an adequate conceptual framework with specific research references to support the proposed activities, noting the quality of research studies referenced could be clearer. The proposal presented an exceptional collaboration of partners to maximize expertise and effectiveness, as well as an exceptional approach to address the needs of the target population and specifically providing current baseline data on the qualifications of teachers in the target area schools.

   -        The proposal describes an exceptional evidence-based teacher preparation model that builds on the evidence-based model of Teach for America, by providing an immersive learning experience for local community candidates and rapid continuous feedback and support from a mentor and instructional coach to improve skills and implementation and ultimately teacher retention. (e20) Additionally, the teachers will be engaged in The Reach University Experience for Teacher Candidates 120 total program hours for teacher certification. The proposal describes adequate course content and critical components to support the development of expertise to lead to improvements in practice. (e21-e23) The coursework is also supported by micro-credentials that estimate 5-15 hours of work from the participants and are

administered in partnership with Digital Promise that demonstrate adequate quality and duration. (e23) Additionally, the proposal includes two course schedule options for the teacher licensure coursework with is a strength because it supports the individual scheduling needs of participants. (e24) The proposal provides a robust outline of courses that demonstrates a comprehensive plan to train new teachers and build their knowledge and practices. (e25-e26)

- The proposal describes an exceptional plan to build capacity through implementation of the "Reach Method", which is a fully job embedded apprenticeship-based degree and teacher credential model. The proposal describes how capacity will be built in the areas of efficiency, flexibility, relevance and applicability, affordability, and professional Capital. (e27-e28). The inclusion of intentional solutions to build out capacity such as creating the program online to not require campus overhead is a noted strength, as it demonstrates that the project team has considered sustainability in the overall project design to be able to maintain the program beyond the grant period. (e27-e28)

- The proposal provides an adequate rationale and conceptual framework underlying the proposed program. The project draws upon multiple studies, such as Tehseen and Hadi, 2015 to create the foundation for offering strong professional development routines to aid in teacher retention. (e29) Additionally, the Reach to Teach! Proposal includes a robust logic model that describes how the inputs relate to the three components of the program, and how those components will lead to improved outcomes for both teachers and students. (e30) The rationale is clear and adequately demonstrates how the project team has used research to inform the design of their model.

- The proposal provides exceptional support that the services provided involve the collaboration of appropriate partners for maximizing the effectiveness of project services for Reach to Teach!. The proposal includes an organizational graphic that demonstrates how the various partners will converge and collaborate on project activities. (e31) For example, the graphic shows that Reach University and Louisiana Resource Center for Educators will collaborate on a seamless teacher preparation program to lead to certified teachers. The graphic is effective in showing how each of the partners will interact to achieve the project design. Additionally, the inclusion of LEA partners in the overall graphic is a noted strength, and demonstrates a clear partnership between the practitioners, the lead organization, and the other community organizations. It's clear each group is contributing to maximize the effectiveness of project services. (e30-e31)

- The proposal clearly describes the critical needs of the target population schools in the Baton Rouge area to demonstrate the need for additional certified educators. As demonstrated by data provided from the Louisiana Department of Education, the schools have low percentages of classes that are being taught by appropriately certified teachers. (e31-e33) In addition, the data sets clearly demonstrate that the local parishes included in the target area serve diverse students, but do not always have diverse teachers to reflect the community population. The school letter grade performance scores range from B - D, which demonstrates need specific to improving student outcomes for the target populations. (e33) The proposal describes that teachers in Louisiana are not required to be certified but demonstrate that certified teachers are more likely to be retained and are essential to be able to improve student learning outcomes. (e34) Additionally, the proposal demonstrates that the current licensure policies have contributed to high rates of teacher turnover, high levels of inexperienced teachers, and immature talent management practices. (e35) These statistics support the needs outlined by the referenced study and demonstrate that the project to create a robust alternative teacher credentialing pathway is necessary, appropriate and will address the needs of the target population.

Weaknesses:

- No weaknesses are noted.

Reader's Score: 35

Selection Criteria - Significance

1. B. Significance (25 points)

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

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

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.
(6 points)

(iii) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.
(6 points)

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

Please provide Overview Statement on top of first Strength comment.

Strengths:

The proposal for Reach to Teach! demonstrates an exceptional magnitude and significance for the proposed project, specifically in relation to the dire needs of the Baton Rouge target community. The project presents an exceptional rationale to describe how the proposed outcomes will lead to improvements in teaching and student learning in Baton Rouge. The proposal describes an adequate use of resources to reduce costs while still achieving the intended outcome of teacher recruitment and retention. Additionally, the proposal describes an exceptional approach to incorporate the project activities and benefits beyond the grant period noting prior work in other states, and an adequate plan to disseminate those results to the field to aid in replication efforts.

-        The proposal describes an exceptional approach to achieve outcomes to create an alternative teacher licensure pathway to meet the needs of K-12 education in Louisiana. The model demonstrates how existing policies that eliminate teacher licensure requirements have exacerbated the increasing challenges with teacher retention. (e37-e38). The proposed Reach to Teach! Program builds upon promising research and combines successful elements such as job-embedded training, to create a strong rationale for likelihood that the project will be able to successfully support 140 teacher candidates to gain their bachelor's degree and teaching credential. (e38-e39) Additionally, the model has strong potential for replication if is demonstrated to be effective, noting that many of the challenges faced for teacher recruitment and retention exists across the nation after the COVID-19 pandemic. (e39) The proposal delivers a compelling rationale to support the potential magnitude and outcomes that are likely to be attained by the proposed project, including improvements in teaching and student achievement.

-        The proposal provides an adequate discussion on how reasonable the costs are in relation to the number of teachers being served and the improvement in teacher retention and student outcomes. For example, provides a budget table and budget narrative (e105-e130) that describes the use of project funds for salaries, travel, and other program related supplies. The overall costs do not appear to be unreasonable for the proposed project activities and intended outcomes. Additionally, the proposal describes a plan to reduce administrative costs to the grant award over time as the project realizes economies of scale. (e39) This is a strength because it demonstrates how the project is seeking to build capacity and not relying on grant funding in perpetuity.

-        The Reach to Teach! Project has a demonstrated history of successful outcomes in California and Texas, as well as other partnerships with educational organizations like TNTP. (e40) The inclusion of these prior projects demonstrates evidence and potential for the proposed activities and benefits to continue beyond the federal award period. Additionally, the project references an existing relationship and partnership with the Louisiana Department of Education, noting that as a potential opportunity that could lead to the project going statewide if it demonstrates success. (e40) Finally, the proposal adequately describes how the project has been designed to be financially sustainable when enrollment increases, which could allow it to flourish beyond the grant period. (e40) These comprehensive elements demonstrate a strong potential for the incorporation of project activities and benefits beyond the grant period.

- The proposal presents an adequate plan to disseminate the results from the research and project to enable others to use the strategies. For example, the project describes the intent to share information through white papers and conferences to disseminate results and enable others to use the strategy. (e40-e41) Additionally, the project describes an existing engagement with the Department of Labor to broaden the sectors supported by Registered Apprenticeships, which also holds promise to allow for dissemination and replication of the program in other communities. (e41)

Weaknesses:

- Although the proposal provides a budget table and budget narrative (e105-e130), the proposal does not describe the extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. The proposal lacks a clear discussion on the overall cost of the project for each teacher candidate and how that cost compares to other similar teacher preparation activities, which is a noted weakness of the proposal.

- The proposed plan for dissemination is vague. For example, the project team references sharing outcomes from the research through professional research journals and conferences but does not detail any specific publication names or conference opportunities. It is not clear if the project team will be sharing the outcomes with researchers, practitioners, or both. (e41) The lack of specific plans for dissemination to specific educational communities make it challenging to determine if the project has potential for others to use the resources and benefit from the research.

Reader's Score: 23

Selection Criteria - Quality of the Management Plan

1. C. 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 the management plan for the proposed project, the Secretary considers the following factors:

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

**(ii) 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.
(10 points)**

Please provide Overview Statement on top of first Strength comment.

Strengths:

The proposal for Reach to Teach! demonstrates an exceptional management plan including a detailed set of goals, objectives and outcomes. Additionally, the project management plan includes activities, milestones, dates, and responsible personnel for each objective. The plan of activities is detailed, however the specific project leadership team is not clear, which impacts the proposals ability to demonstrate a clear plan to achieve outcomes from the proposed teacher licensure pathway model.

- The proposal describes five project goals to increase the number of highly-effective licensed teachers, to scale Reach to Teach! Project's impact through partnerships, to retain highly-effective teachers in their initial districts of employment, to increase overall student achievement in the LEAs, and to build an alternative pathway to teacher

certification to broaden access to the community. (e41-e43) Each goal is broken down into key objectives and performance measures that demonstrate a clear, specific, and measurable outcome. The inclusion of targets for each year of the project, such as the number of candidates recruited and a target for the diversity of those candidates, is a noted strength because it clarifies the intended impact of the project for the target area. Additionally, the performance measures include specific measurement tools such as the use of the Louisiana Department of Education (LDOE) COMPASS assessments in core subjects, to demonstrate a plan to measure improvements in student outcomes for teacher participants. The goals, objective, and outcomes are exceptional and provide clearly specified and measurable outcomes.

-        The project management plan is exceptional and demonstrates a clear plan to achieve the objectives of Reach to Teach! on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (e43-e45) For example, the project clearly describes a process and timeline to complete the alignment of LRCE curriculum with the REACH pathway for teacher licensure at the outset of the project, noting that the project's core oversight and management team are responsible for the achievement of the milestone. (e43) Each activity has a defined start and end date of action, as well as specific personnel responsible to improve accountability. The plan is robust and clearly aligns with the intended outcomes.

Weaknesses:

-        The proposal does not clearly demonstrate the specific personnel that will make up the project management team. It is not clear what individuals are leading the project or how those personnel will be organized into a chain of command for the project. This is a weakness, because it is not clear the project has the capacity to achieve the management plan as presented. (e43-e45)

Reader's Score: 18

Selection Criteria - Quality of the Project Evaluation

1. D. 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, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.
(4 points)

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.
(4 points)

(iii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
(4 points)

(iv) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.
(4 points)

(v) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

(4 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The Reach to Teach! project presents an exceptional evaluation plan to support the assessment of the strategies of the project. The project's multiple quasi-experimental evaluations meets the What Works Clearinghouse standards with reservations, and the plan to conduct a fidelity study provides an opportunity for periodic assessment toward achieving intended outcomes. Additionally, the project plans to use robust performance measures, and methods that will produce valid and reliable performance data. The overall quality of the evaluation is exceptional, however the ability to support future replication efforts by the greater field is limited due to a lack of specific strategies to address that need.

-        The proposal presents an exceptional evaluation plan that demonstrates clear relationships between the goals, measures, and methods of external evaluator McREL International (McREL) to achieve outcomes. (e46) The proposal clearly describes the plan to conduct a mixed methods research analysis of the five project goals and outlines the plan for each outcome with the evaluation tools and targets. (e47-e50) Additionally, the proposal describes a plan to conduct multiple quasi-experimental design evaluations that program candidates see decreased student incident rates and ultimately improved student learning outcomes. (e49) The proposal discusses the propensity score matching of the comparison groups, analysis, power analysis and targets for each study. Additionally, the proposal notes that LDOE will provide two flagging variables to ensure that potential comparison teachers are similar to the non-program teachers in terms of year of teaching experience and school attributes, which is a strength to enhance the comparison and degree of confidence in the outcome data. (e53) The proposal notes that both studies, if well implemented will meet the What Works Clearinghouse standards with reservation. (e47)

-        The proposal describes a robust plan to implement a continuous improvement model to be to provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes (e46-e47). This plan includes bi-weekly meetings with McREL on performance measure progress as well as assisting with assessing fidelity of implementation, to allow the project team to receive feedback on activities and make modifications to improve the likelihood of achieving the intended outcomes. (e46)

-        The proposal includes exceptional objective performance measures that are specifically aligned to the project goals and objectives and will produce qualitative and quantitative data. (e47-e50) For example, the project plans to measure student outcomes from the LDOE COMPASS state assessment as a quantitative measure, while also gathering candidate survey data as qualitative data in alignment with the performance measures in goal 4. (e49) The inclusion of multiple data sets to inform the overall project evaluation, as well as the continuous feedback cycle for improvement is a noted strength because it demonstrates a clear alignment between the project activities and evaluation plan.

-        The proposal includes exceptional methods of evaluation that will provide valid and reliable performance data on relevant outcomes. For example, the proposal includes a detailed description of the propensity score matching methodology that will be used to create the matched comparison teachers. (e53) The proposal details 9 variables that may be used to match, as well as two additional flagging variables to ensure that the comparison teachers are similar for evaluation comparisons and outcomes. The approach provides a clear logic model that assesses at multiple stages to gain data around the impact of specific programmatic elements of the study. (e53) The approach to evaluation through both outcomes as well as implementation also allows for the leadership team to adjust the project as necessary to address the community needs toward the goals associated with the project. The inclusion of both the impact study as well as fidelity study is a strength of this proposal and demonstrates a clear plan to produce valid and reliable data. (e46-e47)

-        The proposal presents a limited design for implementing and evaluating the proposed project that may result in information to guide possible replication of project strategies, including information about the effectiveness of the approach or strategies employed by the project. The inclusion of specific evaluation efforts for each outcome may allow the community to note the success of each element of the overall Reach to Teach! (e47-e50) The limited plan may allow future replication efforts by other districts and states.

Weaknesses:

- The proposal doesn't provide a clear narrative to address a plan to aid in replication. There are no specific action steps or resources identified that would support replication beyond the plan to disseminate information about the proposal. This is a weakness, because it is not clear that the project team has specific strategies to support future replication efforts by other beyond the project team. (e47-e50)

Reader's Score: 18

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. **Competitive Preference Priority 1: Increasing Educator Diversity**
   (Up to 5 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 high-quality, comprehensive teacher preparation programs that have a track record of attracting, supporting, graduating, and placing underrepresented teacher candidates, and that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools.

   Strengths:

   - The proposal plans to improve teacher recruitment, specifically diverse educators and educators from low-income backgrounds, to place underrepresented teacher candidates in Louisiana schools and prepare those individuals to become educators through the Reach to Teach! project. (e18) The key strategy referenced to achieve this outcome is recruitment of Associates in Arts degree completers from Baton Rouge Community College to support more than 8,000 students, where 62% identify as students of color. (e18) Additionally, the project seeks to increase recruitment of diverse educators by offering a pathway to a Bachelor's degree and teacher credential that doesn't require tuition fees from the participant. (e18) This is a noted strength to the recruitment plan, noting that may candidates to become teachers are deterred by financial costs to preparation.

   Weaknesses:

   - Although the proposal indicates an intent to recruit more diverse teacher candidates to reflect the target student population, the proposal does not include specific strategies for how they intend to achieve that outcome. (e18) The lack of specific strategies for recruitment and retention efforts that are specific to diverse candidates is a noted weakness.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 2

1. **Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities**
   (up to 3 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—

   (1) In one or more of the following educational settings:
   (i) Early learning programs.
   (ii) Elementary school.

(iii) Middle school.
(iv) High school.
(v) Career and technical education programs.
(vi) Out-of-school-time settings.
(vii) Alternative schools and programs.
(viii) Juvenile justice system or correctional facilities;

(2) That examines the sources of inequity and inadequacy and implements responses that include pedagogical practices in Educator preparation 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 Reach to Teach! project plans to support improved teachers and student outcomes in by embedding culturally-responsive, identity-realization, and trauma-informed teaching practices into the curriculum. The proposal plans to instruct teachers on high quality instructional strategies, particularly that support underserved populations. (e18) The project proposes a rapid continuous feedback cycle to allow the participant to implement this learning in a classroom setting while supporting them with mentors and instructional coaches. This example demonstrates a strong approach to improving educator knowledge and skills to create an inclusive, supportive, equitable, unbiased, and identity-safe learning environment.

Weaknesses:

- No weaknesses are noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. **Competitive Preference Priority 3: 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 developing and supporting Educator and school capacity to support social and emotional learning and development that—

    (1) Fosters skills and behaviors that enable academic progress;
    (2) Identifies and addresses conditions in the learning environment, that may negatively impact social and emotional well-being for Underserved Students, including conditions that affect physical safety; and
    (3) Is trauma-informed, such as addressing exposure to community-based violence and trauma specific to Military- or Veteran-Connected Students.

    Strengths:

    - The proposal includes a foundational course in child development in the coursework for the participants to build knowledge in both human development and the social factors that influence it. (e18) The inclusion of coursework specific to identifying the needs of the children for social and emotional support as part of human development is a noted strength.

    - Additionally, the project plans to foster skills and behaviors that enable academic progress through the use of the Louisiana Resource Center for Educators (LRCE) curriculum while learning more about the science of learning, culturally-responsive teaching, and comprehensive SEL strategies for the classroom. (e19) The rapid feedback support from mentors, instructional coaches, and students to support the learning and improvement of participants is a noted strength because it builds immediate feedback into the process. Additionally, the proposal describes a plan to offer personalized professional development through New Schools for Baton Rouge such as TORSH Talent to further develop these skills.

(e19) The intent to address these needs is clearly presented throughout the proposal.

Weaknesses:

-        No weaknesses are noted.

Reader's Score: **2**

Technical Review Coversheet

Applicant: Reach Institute for School Leadership, dba Reach University (S423A220088)
Reader #2:   **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Quality of Project Design			
1. Project Design		35	35
Significance			
1. Significance		25	25
Quality of the Management Plan			
1. Management Plan		20	18
Quality of the Project Evaluation			
1. Project Evaluation		20	18
	Sub Total	100	96
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority 1			
1. Educator Diversity		5	3
Competitive Preference Priority 2			
1. Promoting Equity		3	3
Competitive Preference Priority 3			
1. Meeting Student Needs		2	2
	Sub Total	10	8
	Total	110	104

Technical Review Form

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

Applicant: Reach Institute for School Leadership, dba Reach University (S423A220088)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of Project Design (35 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 training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.
(7 points)

(ii) 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.(7 points)

(iii) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
(7 points)

(iv) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.
(7 points)

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

Please provide Overview Statement on top of first Strength comment.

Strengths:

The application demonstrates a quality design in the extent to which the training and professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services. It is strong in 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. It supports the extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework and the extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. It is strong in the extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Strengths:
(i) The Reach to Teach! Project expands upon and enhances these evidence based strategies through deeper preparation of teacher candidates, from the local community, preparing existing community assets to become educators in the communities in which they already call home. The Reach to Teach! Project partners are confident that these innovations will not only improve teacher preparation and student achievement, but improve teacher retention. The Reach University Experience for Teacher Candidates: Reach University's Bachelor's Degree in Liberal Studies is housed within the university's Oxford Teachers College, and comprises a total of 120 program hours, with the majority of those hours taking place during evenings in the Fall and Spring, over a two-year period. Nearly all courses have a synchronous

component, during which students meet as a class (1-3 hours) with the professor. The synchronous portions of the courses are facilitated through the Oxford Tutorial Method, an inquiry-based, personalized approach, learning pioneered by Oxford University. Includes Social-Emotional Learning Curriculum & Instruction. Culturally relevant pedagogy helps students become academically successful, cultivates cultural competence by helping students accept and affirm their cultural identities, and develops critical consciousness. Culturally sustaining pedagogy maintains heritage, values, cultural and linguistic pluralism. It has the explicit goal of sustaining and supporting bi- /multilingualism and multiculturalism. Reach's micro-credentials are designed and administered in partnership with Digital Promise. Each micro-credential submission requires an estimated 5–15 hours of work. y. LRCE Teach! updated its approach to Praxis support, providing additional opportunities for candidates to receive supplementary instruction; as a result, LRCE Teach! saw a 22% increase in candidates of color passing Praxis, and an associated 87% growth in persistence through the program for candidates of color. (page e19-e22, e26)

(ii) Resource Center for Educators (LRCE) and New Schools for Baton Rouge (NSBR), will implement a seamless teacher preparation pathway that prepares and places more than 140 highly-effective teachers in our initial group of high-need partner LEAs in the East Baton Rouge region by the end of the grant period, and more than 550 by the end of project year five as the Project expands. Reach to Teach! Project Pathway Course Sequence included. REACH Method is comprised of efficiency, flexibility, relevance & Applicability, affordability, and professional capital. No future teacher takes on student loan debt. (page e20, e25-e27)

(iii) The Reach to Teach! Project's conceptual framework rests upon centuries of evidence demonstrating that apprenticeship-based learning produces high-quality, skilled workers. Includes Reach to Teach Logic Model. (page e29-e30)

(iv) Partners include Reach University, Louisiana Resource Center for Educators, Baton Rouge Community College, Local LEA partners, New Schools for Baton Rouge. Letters of support included. (page e31, e62-e68).

(v) Charter schools do not require certified teachers, High rates of teacher turnover, high levels of inexperienced teachers, immature talent management practices. School performance data included in tables. (page e-31-33, e-35)

Weaknesses:

No weaknesses noted

Reader's Score: 35

Selection Criteria - Significance

1. **B. Significance (25 points)**

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

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

   (ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.
   (6 points)

   (iii) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.
   (6 points)

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

Please provide Overview Statement on top of first Strength comment.

Strengths:

The application demonstrates the significance of the proposed project with the magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement as well as the extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. It is clear in the potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding and the extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:
(i) Reach to Teach program will prepare more than 550 teachers and recruit those already working in partner schools. These existing educators are paraprofessionals, instructional aides, classified office personnel; in other words, they are people who have connections to the local education system and are members of the local community. (page e39)

(ii) Budget narrative, The majority of costs are related to the dedication of full-time equivalent personnel to act as coordinators and site-based staff to assist in carrying out project activities and implementing systems and processes that ensure project efficiency and contribute to capacity-building efforts that will sustain the project beyond the period of grant funding. 550 teachers will become fully certified through the program. (page e39, e105-e130)

(iii) Reach can meet the unique needs of most LEAs looking to address their teacher shortage problems. Reach University's partnership with LRCE and NSBR will create a whole-service ecosystem that serves stakeholders from underrepresented folks interested in exploring the teaching profession. With the project team's existing connections to decision-makers at the Louisiana Department of Education, the project team sees a viable path to expanding this model statewide in a relatively short time-span. The Project leverages economies of scale by Year 3 of the grant period, and becomes financially sustainable as enrollment increases, (page e40)

(iv) As part of this Project's activities, Reach will develop white papers and conference presentations to disseminate the model and provide the data to demonstrate its efficacy. Furthermore, Reach is engaging the Department of Labor and other state and federal agencies to broaden the sectors supported by Registered Apprenticeships (page e41)

Weaknesses:

No weaknesses noted

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. C. 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 the management plan for the proposed project, the Secretary considers the following factors:

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

(ii) 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. (10 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The application demonstrates quality in the management plan to the extent to which goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. 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 is lacking.

Strengths:

(i) The goals, objectives, and outcomes are clearly specified and measurable as displayed by table (page e41-e43).

(ii) Table displays project milestones with timelines as well as naming who is responsible. (page e43-e45).

Weaknesses:

(ii) The applicant is vague in its discussion of responsibilities as to who will be in charge and a chain of command to support the implementation of the project.

Reader's Score: 18

Selection Criteria - Quality of the Project Evaluation

1. D. 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, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook. (4 points)

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (4 points)

(iii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (4 points)

(iv) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes. (4 points)

(v) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.
(4 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The application demonstrates a quality project evaluation to the extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with reservations as described in the WWC Handbook. It is unclear the extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. It is clear the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. It demonstrates the extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes. The application lacks in how the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

Strengths:
(i) The study will utilize quasi-experimental matched comparison design intended to meet WWC Standards with Reservations. The outcomes to be evaluated, tools for evaluation, and specific short-term, medium-term, and long-term project targets aligned with each of the project goals are shown in the Table (page e47-e50,e52)

(ii) Data Collection Methods and Timelines are included (page e50-e51) McREL will meet bi-weekly with project leads to facilitate ongoing communication about evaluation activities. McREL will track performance measures and provide annual and final reports on fidelity and project outcomes and assist with federal reporting annually. (page e46-e47)

(iii) The records and data, used to assess implementation fidelity, may include: initial workplans and monthly updates; scope and sequence of training documents; and, teacher tracking data, including application, enrollment, placement, degree and certification attainment, program retention, and teacher demographic characteristics. In addition, classroom-level average COMPASS data, student behavior data, teacher demographic data, and teacher retention data will be obtained through special request of non-publicly available data from the LDOE for the purpose of the impact study examining the impact of the Project on student outcomes. Program Support Personnel Interviews, School Administrator/Mentor Interviews, Teacher Program Experiences Survey, Teacher Competency Survey, Classroom Observations (page e51-e52).

(iv) Once the final matched dataset is determined, hierarchical linear modeling (HLM), which explicitly accounts for the structure of the data where teachers are nested within schools, will be used to assess the impact of the program on COMPASS SLT and VAM scores. The HLM models will be run separately for each outcome of interest, and all covariates used in the matching will be entered in the analytic model. Propensity weights will also be applied in the analytical model. (page e54)
(v) Reach will develop white papers and conference presentations to disseminate the model and provide the data to demonstrate its efficacy. (page e41)

Weaknesses:

(v) The project does not provide detail to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

Reader's Score: 18

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. **Competitive Preference Priority 1: Increasing Educator Diversity**
   (Up to 5 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 high-quality, comprehensive teacher preparation programs that have a track record of attracting, supporting, graduating, and placing underrepresented teacher candidates, and that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools.

   Strengths:

   The Reach to Teach! Project will address Competitive Preference Priority 1, by concentrating recruitment efforts on AA degree completers at Baton Rouge Community College, which serves more than 8,000 students, 62% of whom identify as students of color. The Reach to Teach! Project also eliminates the cost barrier for candidates from low-income backgrounds by ensuring tuition costs for earning a Bachelor's degree in Liberal Studies through Reach University are zero. This model ensures that students will not take on the burden of student loans–another system that disproportionately impacts students of color, diminishing their lifelong earning potential–and therefore does not contribute to the burgeoning student loan debt crisis. (page e18)

   Weaknesses:

   *There is not a specific recruitment strategy to encourage students of color.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 2

1. **Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities**
   (up to 3 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—

   (1) In one or more of the following educational settings:
     (i) Early learning programs.
     (ii) Elementary school.
     (iii) Middle school.
     (iv) High school.
     (v) Career and technical education programs.
     (vi) Out-of-school-time settings.
     (vii) Alternative schools and programs.

(viii) Juvenile justice system or correctional facilities;

(2) That examines the sources of inequity and inadequacy and implements responses that include pedagogical practices in Educator preparation 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 BA and certification programs–that embeds culturally responsive, identity-realization, and trauma-informed teaching practices into the curriculum. Because candidates are employed in the LEAs throughout their Reach to Teach! Project experience, they have the opportunity to immediately apply their learnings in instructional settings, promoting a continuous feedback and improvement cycle supported by mentors (Reach) and instructional coaches (LRCE).

Weaknesses:

No weaknesses noted

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. **Competitive Preference Priority 3: 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 developing and supporting Educator and school capacity to support social and emotional learning and development that—

    (1) Fosters skills and behaviors that enable academic progress;
    (2) Identifies and addresses conditions in the learning environment, that may negatively impact social and emotional well-being for Underserved Students, including conditions that affect physical safety; and
    (3) Is trauma-informed, such as addressing exposure to community-based violence and trauma specific to Military- or Veteran-Connected Students.

    Strengths:

    •   Through foundational courses in child development in the Bachelor's program that connect and critically examine human development and the social factors that impact it. Candidates then, through the LRCE curriculum, begin to apply those lessons in practice, while diving deeper into the topics on the science of learning, culturally responsive teaching, and comprehensive SEL strategies. (page e-19)

    Weaknesses:

    No weaknesses noted

Reader's Score: 2

Status: Submitted

Last Updated: 07/13/2022 10:52 AM

Technical Review Coversheet

Applicant: Reach Institute for School Leadership, dba Reach University (S423A220088)
Reader #3:   **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Quality of Project Design			
1. Project Design		35	35
Significance			
1. Significance		25	25
Quality of the Management Plan			
1. Management Plan		20	15
Quality of the Project Evaluation			
1. Project Evaluation		20	18
	Sub Total	100	93
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority 1			
1. Educator Diversity		5	2
Competitive Preference Priority 2			
1. Promoting Equity		3	3
Competitive Preference Priority 3			
1. Meeting Student Needs		2	2
	Sub Total	10	7
	Total	110	100

Technical Review Form

Panel #2 - FY22 SEED Panel - 2: 84.423A

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

Applicant: Reach Institute for School Leadership, dba Reach University (S423A220088)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of Project Design (35 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 training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.
(7 points)

(ii) 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.(7 points)

(iii) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
(7 points)

(iv) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.
(7 points)

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

Please provide Overview Statement on top of first Strength comment.

Strengths:

The applicant provided a well-develop and high-quality project design. The applicant's project design is thorough, detailed oriented and innovative. The applicant's project design is supported by multiple research best practices and appears to have all the necessary components to be successful.

1.   The applicant provided a well-developed plan, and high quality to provide training and professional development. For example, the applicant proposes to address the ongoing shortage of highly- effective teachers in Baton Rouge by preparing 550 highly effective teachers to teach in high-need, high-poverty schools in underserved communities. The applicant will offer a 7-week intensive over the summer months, or across 30 weeks during the academic year to provide alternative certification to participants. The applicant will offer robust courses that focuses on developing teachers to recognize bias in schools, create opportunities to improve leadership, and self-awareness to help teachers create those same inclusive, supportive, equitable, and identity-safe learning environments.(e23-25)

2.   The applicant provided an adequate justification to show that the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. For example, the applicant's proposed project will engage in alignment activities that will systematize the BA-to-certification pathway. The applicant's proposal engages several capacity building activities that appears to ensure the proposed project is implemented and sustainable. Each participant will earn a promotion and a degree with partner employers. The applicant's proposal builds a sustainable

teacher preparation pipeline. (e27-28)

3. The applicant provided a detailed a well-organized narrative that identifies their proposed project's conceptual framework underlaying the proposed research or demonstration activities and the quality of that framework. For example, the applicant provided multiple researched best practices which supports their proposed project objectives and activities. The proposed project's framework is based on work completed by Teach for America. The applicant provided multiple citations that demonstrates that the proposed project is based on evidence that shows apprenticeship-based learning produces high-quality, skilled workers. (e28-29)

4. The applicant provided a comprehensive narrative that demonstrates he services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. For example, the applicant provided a list of partners which have worked with previously. The applicant also provided a detail Venn-diagram that outlines the ways in which each partnering organization will contribute to the success of the proposed project.

5. The applicant thoroughly demonstrated that the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. For example, the applicant's proposed project will be implemented in Baton Rouge, LA. This area is a high needs area. The applicant provided data that shows the proposed target area is disadvantaged in poverty, achievement gap and low educational attainment. In addition, the applicant provided data that shows low minority teach-student ratios in the target areas, has low teacher retention rates and is need of highly qualified teachers. (e31-33)

Weaknesses:

No weaknesses

Reader's Score: 35

Selection Criteria - Significance

1. B. Significance (25 points)

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

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

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.
(6 points)

(iii) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.
(6 points)

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

Please provide Overview Statement on top of first Strength comment.

Strengths:

The applicant narrative clearly presents a significance for the proposed project. The applicant supports their efforts with multiple research best practices. The applicant's project certainly is needed. The applicant's proposed project appears to make a positive impact in the target schools and communities.

1.   The applicant adequately provided evidence that shows the importance and magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement. For example, the provided data that shows that there are more than 2,500 teacher position vacancies in the applicant's state. The applicant's proposed project will significantly help fill teacher vacancies as teacher candidates will matriculate from the pathway with the skills and knowledge to prepare students academically and build their social-emotional resilience. (e38-39)

2.   The applicant provided a detailed narrative justifying reasonable cost in in relation to the number of persons to be served and to the anticipated results and benefits. For example, the applicant proposes a budget of $7.1M. The proposed project will directly prepare 550 teachers to become fully certified. The applicant's costs are mostly related to the dedication of full-time equivalent personnel to act as coordinators and site-based staff to assist in carrying out project activities and implementing systems and processes that ensure project efficiency. (e39)

3.   The applicant adequately justified their proposed project's potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding. For example, the applicant cites that their program participants will fill a significant need in teachers. As a result, the applicant's LEA's will implement long-term teacher pipelines as a result of the proposed project. (e40)

4.   The applicant provided a well-developed plan to ensure that the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies. For example, the applicant's narrative states that project results will be disseminated through various publications, conference presentations, social media and web-based platforms and outreach opportunities. The results that will be shared will include curriculum material and research findings. (e41)

Weaknesses:

No weaknesses

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. C. 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 the management plan for the proposed project, the Secretary considers the following factors:

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

(ii) 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.
(10 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The applicant provided a decent management plan. The applicant's project staff appears to be well trained and highly educated. Thus, ensuring that the proposed project will be implemented effectively. The applicant's management plan was well-written and could provide a blueprint for establishing the timeliness of all program activities. However, the applicant does not clearly present a hierarchy to ensure project oversight throughout the project period.

1.   The applicant adequately described the goals, objectives, and outcomes to be achieved by the proposed project and they are measurable and relevant to the project. For example, the applicant aligned some goals with correlating objectives, activities, and targets. The plan provides some form of blueprint for implementation of the project, as well as for the project evaluation. (e48-52)

2.   The applicant provided an average management plan to achieve the objectives of the proposed project and the plan included clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. A detailed budget narrative was attached indicating how funds will be allocated for each year of the project. Thus, providing some measure of assurance the project can be completed on time and within budget. The management plan could provide some form of a blueprint for establishing the timeliness of all program activities(e41-45)

Weaknesses:

2 – The applicant's management plan lack clarity. The applicant does not clearly present a management team and chain of command that will carry out the services and activities as proposed. A hierarchy of staff that will be carrying out the proposed project is needed to ensure that services and activities are implemented in an efficient and high-quality manner.

Reader's Score: 15

Selection Criteria - Quality of the Project Evaluation

1. D. 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, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.
(4 points)

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.
(4 points)

(iii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
(4 points)

(iv) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.
(4 points)

(v) The extent to which the design for implementing and evaluating the proposed project will

result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. (4 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The applicant's evaluation plan is good. The applicant clearly presented the methods of evaluation which will produce evidence that meets the WWC standards with or without reservations as described in the WWC Handbook. The applicant's narrative provided multiple quantitative and qualitative data points that will be collected and utilized. The applicant's evaluation plan lacks clarity as it relates to a plan for sharing project results and providing a blueprint for project replication.

1.   The applicant provided a detailed narration that describes the methods of evaluation which will produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook. For example, the applicant will measure progress and fidelity of implementation on the strategies proposed. Outcomes that will be evaluated include, annual candidate recruitment, three-year candidate persistence, signing of additional LEAs in Baton Rouge and improved candidates teaching competency. The applicant provided a table that clearly aligns each goal with the measurable outcome, evaluation tool and targets. The applicant's evaluation efforts will be led by an external evaluator. Lastly, the applicant will utilize quasi-experimental matched comparison design intended to meet WWC Standards with Reservations. Specifically, propensity score matching (PSM) will be conducted to identify a group of matched comparison teachers (e47-50)

2.   The applicant provided a detailed plan that ensures that the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. For example, the applicant asserts that process and progress evaluation will be supported by ongoing review against the proposed project timeline and attributes of delivery quality. Performance data will include initial workplans and monthly updates; scope and sequence of training documents; and, teacher tracking data, including application, enrollment, placement, degree and certification attainment, program retention, and teacher demographic characteristics. In addition, classroom-level average COMPASS data, student behavior data, teacher demographic data, and teacher retention data will be obtained through special request of non-publicly available data. (e50)

3.   The applicant thoroughly described their methods of evaluation which include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. For example, the applicant's narrative provided multiple quantitative and qualitative data points to be collected. In addition, for formative evaluation, key personnel from the candidate-placed schools will be interviewed annually for perceptions on candidates' growth over the three-year placement, and value of the program in providing the school with high-quality teachers while progressing through a gradual-release of responsibility as employees. (e50-52)

4.   The applicant provided a detailed narrative to demonstrate the extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes. For example, the applicant provided a detailed table that clearly identifies multiple was in which the methods of evaluation will provide valid and reliable data. Some of the suggested methods of evaluation methods include, stakeholder interviews; Analysis of BRCC enrollment records, Reach candidate recruitment documentation, LDOE COMPASS data and candidate surveys. (e48-52)

5.   The applicant provided a sparce plan that demonstrated the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. For example, the applicant stated that they will evaluate each part of the project and their results will lead to replication.

Weaknesses:

5- The applicant provided a limited plan that demonstrated the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. More specificity is needed to on how the applicant will ensure the results of the proposed project will guide possible replication.

Reader's Score: 18

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. **Competitive Preference Priority 1: Increasing Educator Diversity**
   (Up to 5 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 high-quality, comprehensive teacher preparation programs that have a track record of attracting, supporting, graduating, and placing underrepresented teacher candidates, and that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools.

   Strengths:

   The applicant provided a limited plan to increase educator diversity. For example, the applicant's proposed to build an innovative, non-traditional pathway into the teaching profession centering around local/regional community colleges, in addition to other community pathways. The applicant's proposed project implements a job-embedded pathway that leverages local, community- based talent to become highly-effective, culturally-competent, certified teachers. (e43)

   Weaknesses:

   The ways in which the applicant will attract, recruit, and retain a diverse candidate pool is limited and not clearly specified. It is unclear as to how the applicant will increase diversity in the proposed project.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 2

1. **Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities**
   (up to 3 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—

   (1) In one or more of the following educational settings:
     (i) Early learning programs.
     (ii) Elementary school.
     (iii) Middle school.
     (iv) High school.
     (v) Career and technical education programs.
     (vi) Out-of-school-time settings.
     (vii) Alternative schools and programs.
     (viii) Juvenile justice system or correctional facilities;

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

Strengths:

The applicant provided a justifiable plan that demonstrates the proposed project is designed to promote educational equity and adequacy in resources and opportunity for Underserved Students. For example, the applicant's proposed project has a comprehensive bachelors and certification program component that embeds culturally- responsive, identity-realization, and trauma-informed teaching practices into the curriculum. Program participants will have the opportunity to apply their learnings in instructional settings, promoting a continuous feedback and improvement cycle supported by mentors (e18)

Weaknesses:

No weaknesses

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. **Competitive Preference Priority 3: 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 developing and supporting Educator and school capacity to support social and emotional learning and development that—

   (1) Fosters skills and behaviors that enable academic progress;
   (2) Identifies and addresses conditions in the learning environment, that may negatively impact social and emotional well-being for Underserved Students, including conditions that affect physical safety; and
   (3) Is trauma-informed, such as addressing exposure to community-based violence and trauma specific to Military- or Veteran-Connected Students.

   Strengths:

   The applicant provided a justifiable plan that demonstrate that the project is designed to improve students' social, emotional, academic, and career development, with a focus on Underserved Students, through developing and supporting Educator and school capacity to support social and emotional learning and development. For example, the applicant will address the criterion through foundational courses in child development in the Bachelor's program that connect and critically examine human development and the social factors that impact it.

   Weaknesses:

   No weaknesses

Reader's Score: 2

Status: Submitted

Last Updated: 07/13/2022 09:27 AM