

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	25
1. Project Evaluation	20	18
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	28
<b>Quality of the Project Evaluation</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Educator Diversity	4	0
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	3	3
<b>Competitive Preference Priority 3</b>		
1. Meeting Student Needs	2	0
<b>Competitive Preference Priority 4</b>		
1. Promoting Equity	2	2
<b>Invitational Priority</b>		
<b>Invitational Priority</b>		
1. Grow Your Own	0	0
<b>Total</b>	111	96

## Technical Review Form

**Panel #6 - Panel - 6: 84.336S**

**Reader #1:** \*\*\*\*\*  
**Applicant:** Lindsay Unified School District (S336S220015)

**Questions**

**Selection Criteria - Quality of Project Design**

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

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

- (i) The extent to which the proposed project demonstrates a rationale.
- (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

(iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

(v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

(vi) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

#### **Strengths:**

(i) The applicant provides clear evidence that the proposed project demonstrates a rationale. The narrative's rationale is validated by empirical findings. The logic model clearly aligns needs, partners, resources, strategic inputs, outputs, and short-term and long-term outcomes to the goals of the proposed project (e83). Project activities are guided in research and practice that supports needed enhancement of teacher preparation programs that will support novice teachers through mentorship and learning communities that will impact the recruitment and retainment of teacher candidates in partner school systems (e83).

(ii) The applicant clearly communicates the goals, objectives, and outcomes for this project (e36-38). Goals are correlated with the outcome measurements and assessment of success. For example, in Goal 1 objective 1.2 states that the project will have trained mentors for teacher residency. The expected outcome is 25 highly qualified mentors selected and trained (e36). Goals, objectives, and outcomes are specific with quantifiable and measurable data.

(iii) The applicant shared how this project is a part of a comprehensive plan to improve teaching and learning and support rigorous academic standards for students. Namely, how this program will systematically change its systems and work with partners to put learners at the center of their work (e40). Further examining key factors such as the effectiveness of the residency program, tightly aligning course work and clinical practice, and mentoring by accomplished teachers (e40).

(iv) The applicant showed strong evidence that the proposed project is informed through a review of current research regarding characteristics of high-quality teacher preparation (e41). The applicant includes research on exploring teacher practices and the impacts of underserved student communities. Also, reviewing how the grow your own strategy to create a racially diversified workforce, coursework and practice, residency, practice teaching experience, and broadening the teacher workforce (e42-43).

(v) The applicant strongly displays how performance feedback and improvement are integral to the project design. Specifically, the application denotes the regularity of data measurement, by reviewing both program effectiveness and implantation and comparing that data to specific outcomes. Partners of the leadership team will review data for program

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adjustment and improvement (e44).

(vi) The applicant provides some evidence of this project's long-term results and capacity plans. Specifically, matching funds of over 2.5 million dollars annually are dedicated to the program (e44). Also, the leadership team and additional partners will be responsible for leading the sustainability plan that will continue after the funding period. Relationships with LEA partners to gather resources to grow and sustain the program for the community (e45).

#### **Weaknesses:**

i. None noted

ii. None noted

iii. None noted

iv. None noted

v. None noted

vi. While the narrative supports having matching funds that personnel will help sustain the project, the applicant did not provide evidence of how the project will build capacity to build long-term results (e45-46).

**Reader's Score: 25**

#### **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 narrative supports clear evidence and alignment of measuring data which can provide valid and reliable data outcomes. For example, establishing the evaluation team will use a mixed-methods approach and will gather, analyze, and report on valid and reliable performance data and outcomes (e46-53).

ii. The narrative supports that the evaluation will use a wide range of points of measurement and strategies and methods that will be aligned with program goals. Qualitative and quantitative data from multiple sources will ensure thoroughness. The evaluation plan will ensure valid and reliable performance monitoring to provide progress and data. Each goal is connected to a research question and rubrics for quality evaluation and feedback are also noted (e48-53).

**Weaknesses:**

i. None noted

ii. The applicant demonstrated the use of data collection and strategies, however, the narrative's description of the number of goals and the table with that information are different. That will need to be clarified (e48-53).

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**Reader's Score: 18**

**Selection Criteria - Adequacy of Resources**

**1. C. Adequacy of Resources (30 points)**

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

**(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.**

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

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

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

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

**Strengths:**

i. The application adequately provides strong evidence they have support including facilitates, administration of the grant, and expertise and learning resources. For example, the district's Business Services Department will provide fiscal management and manage match; Office of Research and Evaluation will coordinate submission of project reports; Human Resources will provide support for grant personnel and data (e55).

ii. The application clearly described an outlined budget that will be adequate to support the proposed project. The applicant dictates the project will serve over 16,000 learners each year at \$269/learner, 125 aspiring teachers a pathway to a master's degree and 25-50 mentors. Budget mainly includes personnel, fringe benefits, travel with line items in continuation for five years. Matching funds from partners are also outlined (Section B).

iii. The narrative has strong evidence that costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. For example, the partners in this project's work that are through cash and in-kind donations. Those strong partnerships have become long term relationships. The experience and expertise across content and programming and teamwork to improve the quality of teachers and teaching affords a wealth of resources that will significantly and positively impact the goals (e55).

iv. The application clearly demonstrates that resources will be sustained through the granting period and beyond. For example, District support will engage new teacher positions beyond the grant period by supporting professional learning. Stakeholder support leverages resources to build the capacity of the partnership to achieve the goals and objectives of the project. Lastly, the proposed project will be continuing to secure funds from other outlets (e56-57).

v. The applicant gives clear and strong evidence of each partner and their role in the project. For example, Alder GSE will collaborate on all aspects of the project to implement a research-based Residency model as well as hire a full-time employee to manage that work. The management plan outlines specific tasks for each partner (e56-59).

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**Weaknesses:**

- i. None noted
- ii. None noted
- iii. None noted
- iv. The narrative does provide examples and ways this project will be sustained after the duration of the grant including district support and stakeholder support. It is unclear of how the project will build capacity and long-term results beyond the end of the grant (e56-57).
- v. None noted

**Reader's Score: 28**

**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 clearly demonstrates a management plan to achieve objectives. Lindsay Unified will be the lead applicant and fiscal agent. Alder GSE, USF, and partner LEAs will formalize their partnerships with MOUs documenting roles, responsibilities, and resources allocated to the project (e59). The program management plan is aligned with program goals and the logic model. The management plan identifies objectives, activities, timeline, and person(s) responsible (e59-61).
- ii. The applicant provides a thorough plan for ensuring feedback and continuous improvement in the operation of the proposed project. For example, the leadership team will meet monthly to provide feedback. The Consortium Committee will also meet monthly to review recruitment, and determine hiring and subject-area needs, placement and support of residents. An Advisory Council stakeholders will provide continuous feedback and monitor progress (e63-65).

**Weaknesses:**

- i. None noted
- ii. None noted

**Reader's Score: 20**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference Priority 1**

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

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**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:**

CPP1 was not addressed.

**Weaknesses:**

CPP1 was not addressed.

**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 provides evidence that the proposed project will address Competitive Preference Priority 2 to recruit, support, and retain a cadre of highly qualified individuals that represent diverse populations. CORE will recruit candidates from the rural, high-needs communities served by the project, first-generation college students, bilingual candidates, BIPOC students, and paraprofessionals. Funding through TQP will allow for the expansion of this successful program to provide access to the Pipeline for candidates (e20).

**Weaknesses:**

None noted

**Reader's Score: 3**

**Competitive Preference Priority - Competitive Preference Priority 3**

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

Projects that are designed to improve students' social, emotional, academic, and career

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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:**

CPP3 was not addressed.

**Weaknesses:**

CPP3 was not addressed.

**Reader's Score: 0**

**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) Clear evidence is provided that CPP4 will be addressing inequities in partner districts by ensuring that teachers are prepared through the integration of pedagogical practices and professional learning that foster culturally relevant, diverse, and inclusive learning environments (e21). For example, the LMS learners will use is differentiated and tailored to their individual academic needs (e21).
- b) The applicant demonstrates that equal access is a key component of the personalized, competency-based system. Their pipeline cohort consisted of 64% of BIPOC (Black, Indigenous, People of Color) (e21).

**Weaknesses:**

- a) None noted
- b) None noted

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**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 narrative proves that the GYO has accounted for Fifteen residents in the first residency cohort (2021-22) are from the Pipeline; 100% are Hispanic/Latino. This program is an important recruitment strategy that will develop the next generation of educators (e22).

**Weaknesses:**

None noted

Reader's Score:

Status:

Last Updated:

0

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Status: Submitted

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### Technical Review Coversheet

Applicant: Lindsay Unified School District (S336S220015)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	25
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	19
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	28
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Educator Diversity	4	0
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	3	3
<b>Competitive Preference Priority 3</b>		
1. Meeting Student Needs	2	0
<b>Competitive Preference Priority 4</b>		
1. Promoting Equity	2	2
<b>Invitational Priority</b>		
<b>Invitational Priority</b>		
1. Grow Your Own	0	0
<b>Total</b>	<b>111</b>	<b>97</b>

## Technical Review Form

**Panel #6 - Panel - 6: 84.336S**

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

**Applicant:** Lindsay Unified School District (S336S220015)

### Questions

#### Selection Criteria - Quality of Project Design

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

**The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

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

#### **Strengths:**

- The application for the project demonstrates a strong rationale by providing a logic model (e83), as well as an explanation. The purpose is increasing student achievement in rural schools by recruiting and training cohorts of teachers in a “grow your own” program, where residents are trained and supported in personalized competency-based teaching in high need schools (e22).
- The project builds on a successful TSL grant where a pipeline of potential teachers is established from the surrounding area as well as the individual schools in the LEA (e13, 19-21, 27,28).
- The applicant has provided a convincing explanation of the goals, objectives, and outcomes. The outcomes are measurable. As an example, for goal 4 – the objective is to have students of residents achieve at a higher level than students from non-resident classes. The outcome is intended to have a 5% difference in achievement levels – higher for those students of residents, than those of the non-resident classes (e37,38).
- Building upon Race to the Top monies, and the pipeline TSL initiative, the project seeks to continue the previous efforts in transforming student learning programs to that of an individualized competency-based program designed to increase student achievement (e38-41).
- The applicant shares a comprehensive number of research-based findings used to assist in the designing of the project. Some of these research-based ideas include characteristics of high-quality teacher preparation such as: addressing the needs of underserved students, co-teaching, collaboration, cohort models, residency programs, support for novice teachers, Grow Your Own programs, racially diverse workforce, and student achievement (e41-43).
- The applicant describes a strategic plan for continuous data collection, and improvement. Data is analyzed on a continuous basis in order to evaluate and make modifications to the project if necessary. Some of these include weekly meetings between the project leadership team, monthly mentor meetings, yearly meetings with the district and IHE graduate program leadership, biweekly meetings between residents, residency coordinator, and mentors, and more (e43-

- The project provides a cohesive plan to continue the structure of the program following the grant period. The applicant plans to continue the provisions already in place through the previous grants, as well as the upcoming grant if awarded (e44-46).

**Weaknesses:**

- Although the application describes funding the program after the grant period through leveraging funding from the general fund operating expenses, as well as local philanthropic organizations, the explanation for this lacks details (e45).

**Reader's Score: 25**

**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:**

- External evaluators will collect, analyze, and compare program data to established programs in order to supply evidence needed to determine if goals, objectives, and outcomes are being met (e46-53).
- The applicant has provided a comprehensive chart with project listed goals and methods of evaluation in order to determine whether or not objectives and outcomes are being met (e47-48).
- Evaluators will collect a large variety of formative data regarding the implementation of the project. Then, the evaluators will continually report to project leadership in order to determine how project elements are being implemented (e46-47).
- Project leadership will use collected data to determine whether or not changes to the program need to be implemented, and how best to accomplish those changes (e47).
- The applicant has thoroughly described the types (both qualitative and quantitative) and measures of evaluation for each project goal. For example, in order to address goal four, student achievement from residency program graduates in the classroom will be compared to those of non-residency novice teachers. For goal three, evaluation results are determined through interviews and surveys (e 46-53).

**Weaknesses:**

- There is a discrepancy in the narrative portion in that the applicant mentions that there are four goals (not five) (e48).

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**Reader's Score: 19**

**Selection Criteria - Adequacy of Resources**

**1. C. Adequacy of Resources (30 points)**

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

- (i) **The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.**
- (ii) **The extent to which the budget is adequate to support the proposed project.**
- (iii) **The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**
- (iv) **The extent to which the applicant demonstrates that it has the resources to operate the**

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

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

#### **Strengths:**

- The applicant has a well-documented management plan which lists objectives, activities, timelines, and responsibilities for each partner and/or leadership personnel (e60-62).
- The management plan clearly documents the individual responsibilities for each partner and is codified in partner MOUs. The applicant will act as the fiscal agent, and all partners will sign an MOU, which will describe all obligations for each partner to the project (e60).
- The budget appears to be adequate to support the proposed project (e139, Budget pages).
- The applicant has indicated sustained support for the project following the end of the grant in reference to the program partners and other associated organizations. Due to the successes with the previous grants, the applicant has described how these associations can continue following the life of the TQP grant (e56-59).
- Essential personnel have extensive experience working with education programs where competency-based learning is paramount (e53,63-65, 123-136).

#### **Weaknesses:**

- Although the applicant has described procedures in place for continuing the program after the grant closes, there is a lack of a clear explanation for the money necessary to fund residents and mentors (e45,48,53, 121).

**Reader's Score: 28**

### **Selection Criteria - Quality of the Management Plan**

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

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**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:**

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

#### **Strengths:**

- The applicant has provided a thoughtful plan which correlates with the goals and logic model for the project. The information identifies objectives, activities, timelines, as well as who is responsible for each part. (e59-61).
- The application provides information regarding work of other committees (leadership team, consortium committee, and advisory council, who will have an oversight position, in order to determine t whether all partners and others are accomplishing tasks within the budget, and in a timely fashion (e59).
- Based on previous experience with administrating two other grants, the School District (applicant) will be considered the fiscal agent (e59).
- The applicant identifies the personnel responsible for ensuring that program operations are on track by providing a continuous feedback loop for implementation of the project (e62).
- The applicant provides clear information regarding the three committees who will assist with project oversight and implementation. Each committee member has had extensive experience with competency-based education and

grant implementation (e63).

- The project evaluator will share ongoing project data analysis in order for the leadership team and associated committees to make project changes if necessary (e65).

**Weaknesses:**

- None noted.

**Reader's Score: 20**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference Priority 1**

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

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

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

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**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:**

Did not address.

**Weaknesses:**

Did not address.

**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 project represents a grow your own program which seeks to train and hire teachers who represent the constituency which they serve. Research has supported the assertion that students exhibit higher achievement when taught by a teacher who looks like them (e113).

• The applicant shares that the focus will be on recruitment of first-generation college students, bilingual candidates, BIPOC students, and LEA employees to teach in high needs areas as an extension of a previously awarded TSL grant for a grow-your-own program. The new grant which will extend the outreach of the TSL (which ends in 2022). The grant extension will add to the diverse number of needed teachers in the district (e19-20).

**Weaknesses:**

None noted.

**Reader's Score: 3**

**Competitive Preference Priority - Competitive Preference Priority 3**

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

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

a) **Fostering a sense of belonging and inclusion for underserved students.**

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b) **Implementing evidence-based practices for advancing student success for underserved students.**

**Strengths:**

Did not address.

**Weaknesses:**

Did not address.

**Reader's Score: 0**

**Competitive Preference Priority - Competitive Preference Priority 4**

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

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

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

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

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

**Strengths:**

- The applicant has provided extensive details regarding selection and preparation of a diverse cadre of teachers who have ties to the local LEA (e20).
- The application provides clear details to show that the learning strategies are competency based and designed to be culturally relevant and equitable for all students. This is due to the individualized program for students – where the programs are developed to meet students where they are, and to move forward from there (e21).
- The application provides extensive details to show that the model for selection of a diverse teacher corps is based on research which demonstrates that student achievement is positively impacted by teachers who look like them (e43).

**Weaknesses:**

- None noted.

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**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 has provided details to support the idea that extension of the GYO program will result in a more diverse, culturally sensitive group of teachers prepared to teach in a high need subject area. This is due to an already existing GYO introductory program which has already recruited, trained, and hired diverse teachers from the area. (e 21-22).
- The GYO program is an excellent way to recruit and retain teachers who have ties to and a familiarity with the rural area (e 21-22).

**Weaknesses:**

None noted.

**Reader's Score:**

**Status:**

**Last Updated:**

0

Submitted 06/09/2022 09:16 AM

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Status: Submitted

Last Updated: 06/08/2022 06:44 PM

**Technical Review Coversheet**

**Applicant:** Lindsay Unified School District (S336S220015)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	25
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	18
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	28
<b>Quality of the Management Plan</b>		

**Priority Questions****Competitive Preference Priority****Competitive Preference Priority 1**

1. Educator Diversity	4	0
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**Competitive Preference Priority 2**

1. Diverse Workforce	3	3
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**Competitive Preference Priority 3**

1. Meeting Student Needs	2	0
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**Competitive Preference Priority 4**

1. Promoting Equity	2	2
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**Invitational Priority****Invitational Priority**

1. Grow Your Own	0	0
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<b>Total</b>	111	96
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**Technical Review Form****Panel #6 - Panel - 6: 84.336S****Reader #3:** \*\*\*\*\***Applicant:** Lindsay Unified School District (S336S220015)**Questions****Selection Criteria - Quality of Project Design****1. A. Quality of the Project Design (30 points)**

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

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

**Strengths:**

- (i) The proposed project clearly describes a rationale for the program. There is a valid plan that matches the needs of the program based on the assessment of the area. (e19)
- (ii) The proposed project clearly defines each action goal, objective, and the intended outcome. The project describes four action areas giving the specifics of the plan of how to implement each stage of the action area. Also provided were specific measures to know if the goals of each action area were met. (e21)

(iii) The proposed project provides substantial evidence of how this program will continue to prepare the teachers or paraprofessionals, who are already in the classroom, to improve teaching and learning for the students. This program will provide the paraprofessionals and other working in the schools with the advancement of the knowledge coupled with research-based practices to support the rigorous academic standards for students. (e29)

(iv) The proposed project adequately reflects up-to-date knowledge from research and effective practices. They describe recent research and a plan of how to improve teacher instruction and management of the classroom through mentorship, tutoring, and literacy support. (e37)

(v) The proposed project provides a comprehensive plan of how performance feedback will be given and how the feedback will be used for continuous improvement of the program. The program will be reviewed regularly to determine its effectiveness and compare the data of the outcomes. The program's leaders will analyze the data outcomes and determine what improvements or adjustments should be made to reach the desired outcomes. (e44)

(vi) The proposed project provides well documented evidence of the partnerships that it will develop throughout the program. The proposed project plan gives information of how the funds will be matched by other partners. There is a detailed plan of how the proposed program will recruit participants and produce results. The proposed plan describes the intentions and ability to continue the program after the Federal grant period. (e44)

**Weaknesses:**

(i) None noted

(ii) The proposed program states that the participants will finish a master's degree in an unreasonable amount of time.(2 points deducted)

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(iii) None noted

(iv) None noted

(v) None noted

(vi) Although the plan describes funding after the grant funded period, there are not specific details of exactly how the funding will be attained. (3 points deducted)

**Reader's Score: 25**

**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 proposed project defines appropriately aligned evaluation instruments to determine the validity and reliability of the project. The proposed project will identify certain people who will work together to complete all parts the evaluation process determining if the performance data outcomes are valid and reliable. (e31)

(ii) The proposed project has identified an evaluation method that will use several different evaluation methods to determine the thoroughness, feasibility, and appropriateness of goals, objectives, and outcomes. Different types of data will be analyzed from this evaluation plan that will determine the quality of the program. (e48-49)

**Weaknesses:**

(i)None noted

(ii) The proposed program discusses four goals in the narrative but there are five goals. (2 points deducted)

**Reader's Score: 18**

**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

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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 proposed project provides evidence of capable support, including facilities, equipment, supplies, and other resources provided by the applicant. The applicant ensures that specific departments within the organization will provide the support needed to ensure success of the program. (e54)
- (ii) The applicant provided an enough budget to support the proposed project. The proposed project provides a breakdown of how much will be allocated for each student and teacher. The requested amount will support all participants and learners. The proposed project provides a detailed description of where all monies will come from. (e55)
- (iii) The proposed project provides comprehensive explanation of the cost that are associated with the program. These explanations provide evidence that are reasonable for the objectives, designs, and significance of the project. The proposed project plan discusses the donations and partnerships that they have developed and the plan to continue those partnerships. The partnerships will help to develop the project and create better teachers. (e55-56)
- (iv) The proposed project presents information regarding the partnerships and donations they will continue to receive beyond the grant period. Through these relationships and partnerships there will be the long-term effect of continuing the program to increase the enrollment in teacher programs. The school district and other stakeholders will become involved ensuring that those in the program are placed to benefit the students. (e57)
- (v) The proposed project demonstrates a high level of commitment with each partner. The program has developed relationships and partnerships with the several school districts in the area and several technology companies and nonprofit organizations to support the program. (e57-58)

**Weaknesses:**

- (i) Although there is an extensive plan provided which seems to be adequate resources, it is unclear if the program can completely support the number or people it wants to serve per year. (2 points deducted)
- (ii) None Noted
- (iii) None Noted
- (iv) None Noted
- (v) None Noted

**Reader's Score: 28**

**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 proposed project describes a complete management plan with an attainable timeline to be completed within the budget provided. The Lindsay Unified School District will have to involve all partners such as the Nonprofit organizations and technology companies dividing the responsibilities to accomplish this milestone. The logic model identifies the management plan and its goals. (e60)
- (ii) The proposed project has outlined the CORE Leadership Team, Advisory Council, and Consortium Committee who will lead the feedback and continuous improvement of the project. The plan describes each group's role which will propose the desired goals of feedback and improvement. (e63)

**Weaknesses:**

- (i) None Noted
- (ii) None Noted

**Reader's Score: 20**

**Priority Questions****Competitive Preference Priority - Competitive Preference Priority 1****1. Increasing Educator Diversity (Up to 4 points).**

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

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

**Strengths:**

- a) The applicant did not address this competitive preference priority.
- b) The applicant did not address this competitive preference priority.

**Weaknesses:**

- a) The applicant did not address this competitive preference priority.
- b) The applicant did not address this competitive preference priority.

**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 proposed project plans to recruit from the rural and high poverty community in which the school district serves in California. Because of the community being compromised majorly of migrant workers and their families, there will be many bilingual recruits and first-generation college students. Through this the proposed project will create a diverse group of teachers to serve the underrepresented students. (e18)

**Weaknesses:**

None noted.

**Reader's Score: 3**

**Competitive Preference Priority - Competitive Preference Priority 3**

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

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

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

**Strengths:**

- a) The applicant did not address this competitive preference priority.
- b) The applicant did not address this competitive preference priority

**Weaknesses:**

- a) The applicant did not address this competitive preference priority.
- b) The applicant did not address this competitive preference priority

**Reader's Score: 0**

**Competitive Preference Priority - Competitive Preference Priority 4**

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

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**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 proposed project plans to serve students in elementary, middle, and high school educational settings through the Lindsay Unified School District. (e16)
- (b) The proposed project plans to use a Learning Management system that will develop teaching practices where teachers work together with the students to develop individualize plans for learning for the students. (e21)

**Weaknesses:**

None noted

**Reader's Score: 2****Invitational Priority - Invitational Priority****1. Partnership Grants for the Establishment of Grow Your Own Programs**

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

**Strengths:**

The proposed program has developed life-long relationships with organizations who are willing to provide donations and provide resources for the program beyond the grant period. This will continue to provide effective qualified teachers in this area.

**Weaknesses:**

None Noted

**Reader's Score: 0**

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**Status:****Last Updated:**

Submitted