Technical Review Coversheet

Applicant: University of Iowa (S336S220023)

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

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	28
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	23
Quality of the Project Evaluation		
Quality of the Management Plan		
1. Management Plan	20	16
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	0
Competitive Preference Priority 2		
1. Diverse Workforce	3	1
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	92

Technical Review Form

Panel #2 - Panel - 2: 84.336S

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

Applicant: University of Iowa (S336S220023)

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:

Ethnic diversity in Iowa has continued to grow over the last two decades. Iowa students of color make up 26.1% of the student population, compared to 9.7% in 2000 (e20), and in the last 10 years, Iowa has experienced a 459% increase in multilingual English Learners (e17), but with this change has not come a more diverse workforce, as 97.4% of Iowa's teachers are white. These demographic shifts represent the need for a more diverse workforce, which the proposed project is designed to address.

Iowa maintains a history rich in inequity and racism, and still has communities deeply impacted by disparities in education, employment, income, and access to healthcare (e20).

For this project, teacher quality goes beyond competency in standards to a foundational commitment to equity and justice in education. To help address these issues, the project's curriculum assures students have classroom opportunities to push back on racism, ableism, gender-bias, homophobia and linguisicsm (e20).

The applicant has provided a clear and detailed logic model (e87) to demonstrate its rationale for the project design and each intended outcome. It includes, inputs, outputs, long-and-short term outcomes. Developing and using a detailed logic model helps establish direction and focus for implementation of the project and for project personnel.

A clear and organized table detailing the goals, objectives and outcomes of the project has been provided (e23). Each goal and outcome is specific and clearly linked to measurable objectives. Establishing measurable objectives helps reduce bias in evaluating whether the project was successful in attaining intended outcomes.

The proposed project falls within a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. In 2021, UI and the Iowa City Community School District (ICCSD), developed an Educators Rising chapter for high school students aspiring to be teachers. Chapters will provide a curriculum focused on centering equity and justice, as students learn about teaching careers. Students will attend regional, state, and national Educators Rising conferences and competitions and are mentored by Aspiring Educators and current teacher education students. High school seniors in Educator Rising within the district can enter a pre-education, which provide dual credit classes for

students interested in becoming teachers, at no cost (e29).

The applicant has enacted a comprehensive effort at education reform, based on evidence-based research findings. The Program will follow recommendations of research that induction programs be a comprehensive system which includes: an orientation model to help new teachers learn school procedures and district policies; high-quality, same grade/content area trained instructional mentors; small mentor caseloads; regular job-embedded, in-person, one-on-one feedback focused on instruction; individualized PD opportunities that build on identified strengths and support areas of personal growth; consistent data use for program improvement (e41).

Improving teaching and learning has been an ongoing effort at the university. In 2018, University of Iowa faculty developed a plan to increase the number of students of color in the program. The team reviewed research and held a summit with coordinators of Grow you Own programs across the country to obtain feedback on how to increase the diverse educator pipeline (e32). Through the proposed project, this work will continue by delivering on the grow your own educator preparation program.

The proposed project reflects up-to-date research. Principles of the project's Teacher Education Program are based on several research-based frameworks, including Humanizing Socio-Cultural Knowledge (Brown, 2013), Historically Responsive Literacy Framework (Muhammad, 2020) and Culturally Relevant Pedagogy (Ladson-Billings, 2009) (e33)

Research has demonstrated that increasing the numbers of Educators of Color (EOC) across the state will not automatically create feelings of positive school membership when they are consistently reporting negative racialized experiences," (Grooms, Mahatmya & Johnson, 2021). The proposed project aims to address this by centering equity as part of the program's curriculum and preparing future teachers to enact a learning and school environment that is equitable and just through their individual commitments and consciousness about systems of oppression and the need for ongoing reflection and criticality (e21).

The proposed project is designed to build capacity in a variety of ways. For example, The Iowa Center for School Mental

Health (ICSMH) will support the infusion of SEL into the university's elementary education curriculum to build teacher candidates' capacity to implement SEL practices with their students and themselves. Structure of the proposed program and its solid foundation on research will also help ensure capacity is built among new teacher candidates.

Weaknesses:

Limited information on the applicant's plan to ensure continuous improvement and feedback has been provided, therefore it is not clear that applicant has made collecting performance feedback and continuous improvement an integral part of the design for the proposed project.

Reader's Score: 28

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

The applicant has put in place several mechanisms to ensure the validity and reliability of performance data. For example, surveys will be pretested with a small group before distribution to identify confusing items, uninformative questions, potential biases, and/or other problems (e44). Piloting surveys helps ensure their validity and reliability as it is refined to best obtain information related to the programs objectives and intended outcomes.

Observations will be used to evaluate various aspects of program implementation. Observation checklists will be developed during the first year of the grant and modified until interrater reliability is established (e45). This will help ensure validity and reliability of the observations conducted and resultantly of the performance data generated.

The applicant has hired an independent evaluator to conduct the program evaluation (e43). Hiring an independent evaluator helps reduce bias and increase validity of the results found.

The applicant has provided a comprehensive evaluation table that includes proposed evaluation activities (e.g., documents to be reviewed or created), data type (i.e., qualitative, or quantitative), and collection frequency (e47-48). The methods of evaluation are thorough feasible, and appropriate to the goals and objectives of the project. Detailing the evaluation plan in a comprehensive table provides a clear roadmap for executing the evaluation and ensuring it is done with fidelity.

The applicant has proposed a robust and feasible evaluation plan to include qualitative and quantitative data collection through surveys document reviews, observations, administrative data, and student outcome measures (e44-45). Using multiple sources of data allow for triangulation of findings and thus improves the validity of results.

Weaknesses:

No weaknesses note.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

(ii)   The extent to which the budget is adequate to support the proposed project.
(iii)   The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.
(iv)   The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.
(v)   The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

Each partner district will contribute space for the Pre-College Young Educator Clubs (PCYEC), mentor teachers and club facilitators for the PCYEC, and access to elementary classrooms for clinical experiences (e51).

The proposed budget is adequate to support the program and its objectives (e143). It includes allocated funds for all aspects of the project, including stipends, association fees, travel to conferences and school district sites, stipends for mentor teaches and scholarships.

Most budgeted costs appear reasonable in relation to the objectives, goals and potential significance of the proposed project. Travel costs appear reasonable given the number of travelers supported, as do costs for supplies and other identified miscellaneous costs, such as background checks for teacher candidates.

The applicant has provided letters of support from (e115) a variety of stakeholders and relevant partners. Letters of support demonstrate each partner's commitment to the project and specific contributions during the period of grant funding.

Weaknesses:

The applicant has provided limited information on the facilities, equipment and supplies dedicated to the program by partners. While the applicant has described the design and makeup of the university and school districts, it has made no mention of specific resources (i.e., facilities, equipment, supplies) dedicated to the program, other than space for the Pre-College Young Educator Clubs (PCYEC) and access to elementary classrooms for clinical experiences (e51).

The applicant has provided limited information to demonstrates that it has the resources to operate the project beyond the length of the grant. The applicant has noted that "The Dean will support new programs designed to recruit and retain students of color and will maintain these beyond the grant period," (e52) but there is no further mention of this specific program will be potentially supported beyond the period of the grant or plans to create systems or design a sustainability plan that will support the project lasting beyond the federal grant period. Without specific mechanisms in place to support sustainability, it is likely the program will not acquire the necessary resources to ensure its functioning beyond the period of the grant.

Reader's Score: 23

Selection Criteria - Quality of the Management Plan

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

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

(i)   The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
(ii)   The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The applicant has clearly detailed the roles and responsibilities of all key personnel, project teams, project partners and their relevant offices/divisions (e56-61). Providing such a thorough description of responsibilities provides clarity to all involved about respective areas of responsibility, which ultimately supports accountability for project outcomes.

The project team is likely to prove successful in managing the project on time and within budget in that it is comprised of educators who bring experience administrating grants, educating teachers, developing and delivering PD, and conducting research and program evaluation (e55). These experiences aptly prepare them for challenges of implementing the current project, which has a similar scope.

The project will establish a Project Leadership Team, consisting of co-PIs, senior personnel, and two teachers of color from partner schools, to ensure project goals and timelines are met and also review program evaluations for areas to improve as the grant proceeds (e56). Having a team dedicated to ensuring project goals are met increases the likelihood that the project will be completed on time and within budget.

The applicant has provided a management plan that consists of a personnel management matrix and a grant management matrix. Together, these matrices demonstrate project goals, timelines, milestones and responsibilities of project staff, and will help ensure the project is completed on time and within budget.

The project will include an Advisory Board that meets twice yearly to review progress of the program and offer suggestions on enhancing it (e28). Having a team dedicated to reviewing progress increases the likelihood that continuous improvement will remain intention as part of the project.

Weaknesses:

Limited information on the applicant's plan to ensure continuous improvement and feedback has been provided. The applicant has indicated that it will have an advisory board that meets twice annually to review progress, but it is not clear what information the board will review to determine progress or how that feedback will be collected.

Reader's Score: 16

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:

    N/A

    Weaknesses:

    N/A

Reader's Score: 0

Competitive Preference Priority - Competitive Preference Priority 2

1. **Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 3 points).**

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

Strengths:

According to the needs assessment (e79), Iowa has a shortage of ELL teachers. The proposed program will include coursework to complete Iowa's K-12 ESL Endorsement (Iowa does not have a license for ELL and only requires the endorsement) for the students completing the elementary education program and certification (e37)

To increase the teacher pipeline for Iowa schools and specifically partner districts, the proposed program will improve the recruitment and support of high school students, who are looking to pursue teaching, through specialty programs such as Educators Rising, with intentional focus on future teachers of color (e19). Beginning recruitment at earlier points in students' academic careers will help to usher more individuals towards a career of teaching.

Weaknesses:

The project does not have a direct focus on recruiting and preparing candidates for licensure in specific shortage areas, instead, its focus is on recruiting and preparing educators for elementary education, with the option to pursue an endorsement in a shortage area (i.e., ESL)

Reader's Score: 1

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

   Strengths:

   The applicant will work to create a positive, inclusive, and identity-safe climate at university through programming that promotes inclusivity and belonging. Teacher candidates participating in the program will have membership costs to Aspiring Educators, a national pre-service teachers organization for recruiting and supporting educators of diverse

backgrounds, paid for annually by the program (e31).

The university has a program, Inclusive Academic Excellence (CIAE), that provides programming and activities to support students who are historically marginalized, first-generation, and from low socioeconomic backgrounds, in order to help them be successful in school. This program offers academic coaching, programs to enhance the cultural, social, and academic experiences of students with the goals of building community, celebrating cultures, and educating students on various topics (e31).

The Associate Dean of Teacher Education will host meals every semester for students of color to offer time to share experiences, thoughts, and suggestions regarding their studies at the university (e31). This will help students to have the feeling that the university cares and their opinions matter and are considered, both of which foster a sense of inclusivity and belonging.

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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

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

   a)   In one or more of the following educational settings:
   (1)   Early learning programs
   (2)   Elementary school.
   (3)   Middle school
   (4)   High school
   (5)   Career and technical education programs.
   (6)   Out-of-school-time settings.
   (7)   Alternative schools and programs.

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

   Strengths:

   The project will serve K-12 students across five school districts in Iowa (e14).

   The Elementary Education program will undergo curriculum reform to create a new equity focus. This means training teachers to ensure students are provided the access, opportunities, and learning environments needed to be successful and teaching educators to respond in critique and challenge to issues of race, class, culture, gender, and disability that create inequity and keep students from equal opportunities for learning and achievement (e18).

   Weaknesses:

   No weaknesses noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

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

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

   Strengths:

   Priority Met

   Weaknesses:

   N/A

Reader's Score:

Status:
Last Updated:

   0

Submitted 06/05/2022 10:55 PM

Status: Submitted

Technical Review Coversheet

Applicant: University of Iowa (S336S220023)
Reader #2: **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	25
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	20
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	0
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	92

Technical Review Form

Panel #2 - Panel - 2: 84.336S

Reader #2: **********
Applicant: University of Iowa (S336S220023)

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 provided a reasonably defined rationale to support the program components. The applicant indicated that the project will create an equity centered Teacher Preparation Program (Elementary) to address the increasing economic and educational disparities from COVID-19 and where a growing racially diverse student body encounters a predominantly white teaching workforce. The project will identify, recruit, and retain teachers of color prepared to positively impact achievement in Iowa's K-12 schools. For example, the applicant provided evidence that over the past 25 years, Iowa schools have experienced a 455% increase in the number of EL students, 80% of whom are Spanish speakers, while the others speak around 140 different languages. The number of native English speakers in the State has decreased. As a result of the changing demographics, the program will include coursework to complete Iowa's K-12 ESL Endorsement. This will prepare graduates to support English Learners and to address a teacher shortage area in the state and nationally. Iowa does not have a license for ELL teachers and only requires the Endorsement to be an ELL teacher. (pgs. e 3-8)

   (vi) No strengths noted.

   (ii) The applicant reasonably demonstrated that the proposed project has developed six specific project goals and aligning measurable outcomes. The goals are relevant and aligned with the proposed project rationale. For example, the applicant has a goals to develop and implement a comprehensive Elementary teacher preparation program that centers equity and supports a diverse teaching workforce. The aligning measurable outcomes are that by Year 5, 90% of 10 program completers will have licensure in Elementary Education and in ESL Endorsement. Since retention of teachers of color is a major goal, the applicant is proposing to retain 80% of program completers in position in the school districts for three-year employment retention. (pgs. e 6-9))

   (iii) The applicant adequately demonstrated that the proposed project has included program components that is aligned with efforts to improve teaching and learning that will affect student achievement. For example, the applicant conducted a

   needs assessment with all of the collaborating LEAs. All of the LEAs indicated that there is need to address the the racial and ethnic contrast between students and their teachers, along with the alarming differences in school achievement between students of color and their white peers. For example, one of the LEAs indicated that there goals is that all students will demonstrate one grade level's growth in Math, ELA, and Science by the end of the year and 60% of students in each grade level will test proficient /or advanced proficient on the state test. In addition, there is a need to certify ELL teachers to address the academic achievement of the immigrant population. (Appendix: pgs. 70-80)

   (iv) The applicant adequately embedded in the project design and the logic model evidence-based research and best practices that will implemented throughout various program components. For example, in alignment with the project focus to increase teachers of color, the applicant focused on induction program best practices to support novice teachers with an equity-focus to center the experiences of teachers of color. The applicant cited several resources such as The Teacher of Color Collective & Souto-Manning, 2022) and (Santibanez et al., 2022), that addresses the needs of ELLs and culturally responsive SEL. 2019). (pgs. e35-40)

   (v) The applicant provided some evidence that there will be process and procedures in place to review and discuss performance feedback and continuous improvement For example, the applicant indicated that the project team will develop a progress checklist, based upon the project goals, objectives, and timeline. Project documents and data collected each semester and will be incorporated as part of the progress checklist to assess progress, implementation, and project improvement. Teams will participate in regular evaluation meetings with to provide advice and consultation on

evaluation and formative feedback for project improvement. An advisory group will be formed and will meet regularly to share project updates. (pgs. e42-44)

(vi) The applicant will be building capacity with the Educator Rising Program, as a grow your own with high school students. (pg. 8)

Weaknesses:

(i) No weaknesses noted.
(ii) No weaknesses noted.
(iii) No weaknesses noted.
(iv) No weaknesses noted.
(v)No weaknesses noted.
(vi) The applicant does not address the sub-section of the selection criteria to demonstrated how the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

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 applicant provided an adequate evaluation plan that aligns methods of evaluation to access the validity and reliability of outcomes relevant to the performance data. The evaluation team will rely on both primary and secondary data for objective performance measurement to assess progress toward the outputs and activities outlined in the logic model. Some of the outcomes will be evaluated through a mixed-methods approach and using formative and summative components to assess the impact of the project and its progress toward achieving proposed objectives. The mixed-methods evaluation approach includes collection and analysis of both quantitative and qualitative data. (pgs. e28-29)

(ii) The applicant adequately demonstrated that the selected methods of evaluation are appropriate for accessing the outcomes of the project. For example, the evaluation data to be collected will consist of surveys, documents, observations, administrative data, and student outcome measures. During the first year of the grant, the evaluator will work with project staff to develop the following surveys: (1) annual TEEP student survey and core principles competency checklist, (2) annual mentor teacher survey, (3) UI faculty/staff survey (core principles professional development), and (4) post-graduation surveys for TEEP completers and their supervisors. The applicant will also utilize course syllabi, end-of-course evaluations, and field placement spreadsheets to evaluate the curriculum revision efforts. All of the documents provided a curriculum crosswalk for looking at progress overtime. (pgs. e28-29)

Weaknesses:

(i) No weaknesses noted.
(ii) No weaknesses noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

from the applicant organization or the lead applicant organization.

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

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

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

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

Strengths:

(i) The applicant effectively demonstrated that the proposed project has the support of the lead organization which is Iowa State University. For example, the applicant will provide the necessary office space, equipment, and supplies to support the program. The program will have the support of technology programs. Other offices will provide services, such as the

Iowa Center for School Mental Health (ICSMH) a partnership between the UI and the state to provide training, support, research, and clinical services to schools, teachers, and students throughout the state. ICSMH will work with the TEEP program to integrate cultural relevant SEL into the Elementary program and in the induction program for graduates. (pgs. e 50-51 and Budget Narrative)

(ii) The applicant clearly demonstrated that the budget adequate and appropriate to support the proposed project. For example, the applicant is requesting 1,464,200.00 from federal funds to support the project. The applicant have identified the matching contribution. The budget narrative provided a breakdown of federal and non-federal contributions. The applicant also provided evidence of partner contributions as a match. For example, the partners will contribute $400,000 for the training stipends as a cash donation. (pgs. e1-7)

(iii) The applicant clearly demonstrated that the proposed project costs are reasonable and well aligned with the project design. For example, the project budget is program and student friendly in that the applicant will pay for training and workshop materials for the students. The applicant have allocated funds to support the Educator Rise program for high school students. There is an allocation of $6,300 for induction stipends, which will support the retention of students during the fulltime teaching period.(pgs. e1-7)

(iv) The applicant reasonably demonstrated that the program has the support of partners. The collaborating partners have donated funds to support program components. For example, the cash donation for the training stipends. The collaborating LEAs will provide support through in-kind teacher leaders. (pgs. e1-7)

(v) The applicant clearly demonstrated the relevant and commitment of each partner to the implementation and success of the project. The applicant provided a letter of support specifically outlining the resources committed to the proposed project. The Memorandum of Understanding with the is in Appendix E that outlines the work that is being done together to make this program work. In addition, LEAs outlined specifically the support given for the grant in their letter of support. (pgs. 58-60 and the Budget Narrative)

Weaknesses:

(i) No weaknesses noted.
(ii) No weaknesses noted.
(iii) No weaknesses noted.
(iv) While the applicant has provided some evidence of the support, the project has not developed a multi-year financial plan that indicates support beyond the grant period.
(v) No weaknesses noted.

Reader's Score: 20

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 provided a detailed management plan that clearly outlined and provided a blueprint as to how the project will achieve the objectives of the proposed project. The management plan included a detailed chart that unified their system of implementation and operational tasks and activities. Milestones were provided for each entry with persons to responsible for implementation. In Year 1 of the project, TEEP Leadership Team will draft and facilitate the signing of MOUs from each partner school district and each partner community college. MOUs will reflect the planning that the TEEP Leadership Team engages in and directs during Year 1 activities. (pgs. e 39-45)

(ii) The applicant reasonably demonstrated that the program will have processes and procedures in place for project staff and stakeholders to engage in feedback loops to ensure continuous improvement of the project. For example, the evaluator will engage in consistent communication with the project team to share and discuss progress toward meeting project goals and objectives. Formative evaluation results will be reported to the project team on a rolling-basis to facilitate program improvement. The evaluator will report on the ongoing evaluation activities, challenges or key obstacles encountered. the applicant indicated that the project team will develop a progress checklist, based upon the project goals, objectives, and timeline. Project documents and data collected each semester and will be incorporated as part of the progress checklist to assess progress, implementation, and project improvement. An advisory group will be formed and will meet regularly to share project updates. (pgs. e45-48)

Weaknesses:

(i) No weaknesses noted.

(ii) No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

Strengths:

Not applicable

Weaknesses:

Not applicable

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 clearly demonstrated that the proposed project design includes components to increase the proportion of well-prepared, diverse educator serving students, with a focus on underserved students. For example, the applicant indicated the TQP program will identify individuals from underserved groups to enroll in the UI Teacher Education Program. The project staff will use targeted recruitment practices and proactive relationship-building with appropriate organizations and institutions to reach as many potential candidates as possible. As part of the recruitment effort of students, the UI will promote the Advantage Iowa scholarship program. This program is for first-year students who are U. S. citizens or permanent residents whose enrollment contributes to a diverse learning environment at Iowa. The University of Iowa (UI) proposes to reform its Elementary Education curriculum and increase its commitment to recruit, support, and retain teachers of color. (pgs. 8-10)

   Weaknesses:

   No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

   Strengths:

   (a) The applicant clearly demonstrated that the program will have in place programs that ensures a sense of belonging and inclusion for underserved students. For example, the applicant indicated that university provides numerous programs, offices, and services to create a welcoming climate for students, staff and faculty underrepresented in higher education. The Office of Diversity, Equity and Inclusivity offers academic coaching, and programs and activities that support the ability of underserved students to thrive and succeed at the UI. Academic Coaches are available to support students throughout all aspects of their college experience to ensure their transition to UI is successful. TQP staff will work closely with programs to ensure that all TQP participants have access to programs that will help them succeed academically and socially. (pgs. e9-10)

   (b) The applicant adequately embedded in the project design and the logic model evidence-based research and best practices that will implemented throughout various program components. For example, in alignment with the project focus to increase teachers of color, the applicant focused on induction program best practices to support novice teachers with an equity-focus to center the experiences of teachers of color. The applicant cited several resources such as The Teacher of Color Collective & Souto-Manning, 2022) and (Santibanez et al., 2022), that addresses the needs of ELLs and culturally responsive SEL. 2019). (pgs. e35-40)

   Weaknesses:

   (a) No weaknesses noted.
   (b) No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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

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

   a)   **In one or more of the following educational settings:**
   (1)   **Early learning programs**
   (2)   **Elementary school.**
   (3)   **Middle school**
   (4)   **High school**
   (5)   **Career and technical education programs.**
   (6)   **Out-of-school-time settings.**
   (7)   **Alternative schools and programs.**

   b)   **That examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional**

   development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

   Strengths:

   (a) The applicant adequately demonstrated that the proposed project will be a comprehensive elementary teacher preparation program that centers equity and supports a diverse teaching workforce. The elementary education graduates will be able to deliver equity-centered education in partner districts. Another focus will be increased diversity in the teaching force of high needs schools in the partner districts. The overall purpose of the grant is about improving retention of qualified teachers of color in partner districts. Community college partners will work with TEEP leaders and consultants to develop curriculum aligned with the Core Principles and revised curriculum for the Elementary Education Teacher Education Program. TEEP leadership will work with community college partners to explore new and innovative course ideas, instructional practices, and delivery modes aligned with program goals. Recruitment of students, particularly students of color interested in teaching to participate will ultimately rely on coordination with partners. (pgs. e10-15)

   (b) The applicant clearly addresses this need in Iowa where inequity and racism exist historically, and where communities currently are deeply impacted by disparities in education, employment, income, and access to healthcare all of which is exacerbated by the global pandemic. Iowa's demographics are changing, but this change is not reflected in teacher education demographics or programming. Since 1980, 128% more African American families live in Iowa; school enrollments of Latino/x/a students have increased by 277% since 1999. Iowa students of color make up 26.1% of the student population, compared to 9.7% in 2000. Despite this positive change in more students with richly varied lived experiences, the same transformation has not occurred with our teachers--only 2.8% of our teacher workforce is composed of teachers of color compared to 1.8% in 2000. Changing this pattern will improve Iowa schools as teachers of color serve as critical role models for all children, especially students of color because they bring to their work an inherent understanding of the backgrounds and experiences of their students.(pgs. e10-15)

   Weaknesses:
   (a) No weaknesses noted.
   (b) No weaknesses noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

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

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

Strengths:

The applicant indicated that in 2021, UI and the Iowa City Community School District (ICCSD), developed an Educators Rising chapter which has 40 students. Educators Rising is a nationally recognized teaching career and technical student organization (CTSO) sponsored by the National Education Association (NEA). Students in grades 9-12 will be eligible for PCYEC. UI faculty will work with school staff on programming for students PCYEC chapters will engage in a curriculum focused on the UI Core Principles, centering equity and justice, as they learn about teaching careers. PCYES students will attend regional, state, and national Educators Rising conferences and competitions and mentored by Aspiring Educators, current teacher education students from the UI COE. High school seniors in Educator Rising chapters in the ICCSD can

enter a pre-education academy at no cost. These pre-professional academies provide dual credit classes for students interested in becoming teachers. Kirkwood Regional Center at the UI (KRCUI) and Eastern Iowa Community College (EICC) offer multiple opportunities for high school students interested in teaching to take concurrent enrollment courses while in high school leading to college credit. (pg. e29)

Weaknesses:

No weaknesses noted.

Reader's Score:

Status:

Last Updated:

0

Submitted 06/03/2022 04:19 PM

Status: Submitted
Last Updated: 06/03/2022 04:23 PM

Technical Review Coversheet

Applicant: University of Iowa (S336S220023)
Reader #3:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	26
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	25
Quality of the Management Plan		
1. Management Plan	20	20

 Competitive Preference Priority

  Competitive Preference Priority 1

   1. Educator Diversity   4   0

  Competitive Preference Priority 2

   1. Diverse Workforce   3   1

  Competitive Preference Priority 3

   1. Meeting Student Needs   2   1

  Competitive Preference Priority 4

   1. Promoting Equity   2   1

 Invitational Priority

  Invitational Priority

   1. Grow Your Own   0   0

                                          Total   111   94

Technical Review Form

Panel #2 - Panel - 2: 84.336S

Reader #3:   **********
Applicant: University of Iowa (S336S220023)

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 applicant states tremendous growth in underrepresented minorities in Iowa schools. As demonstrated by disparities in
   basic needs, education, employment, income, and access to healthcare, the applicant states the need for the project
   addressed through education. The six objectives stated in Table 2, pp. e23-27, are clearly stated and measurable. The
   proposed program will involve the applicant, five K-12 school districts, 2 community colleges, and many community-based
   agencies showing a comprehensive system-wide effort to change teaching and learning. The project incorporates new
   core principles into the elementary education curriculum (Goal 2) and support of a high school student recruitment
   program through the 5 service districts (Goal 3). The up-to-date additions to the strong curriculum are supported by AERA
   and are based in research (pp. e32-33). The evaluation plan regularly involves continuous feedback and improvement
   opportunities.

Weaknesses:

The applicant presents an extremely limited demonstration on how to build capacity and maintain the outcomes of this project.

Reader's Score: 26

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:

The evaluation plan in this application presents a mixed methods evaluation plan collecting qualitative and quantitative data, which includes student outcome measures, observations, document review, and surveys (pp. e44-45). The evaluation is to measure the effects of the curriculum revisions and addressing inequities in underrepresented minority elementary educator pipeline. The project activities, as presented in the logic model, are measurable and include both teacher outcomes at the short and intermediate outcomes and student outcomes for the long-term outcomes (pg. e87). The annual timeline for evaluation activities in this section is well-documented with regular milestones presented (pp. e42). The plan for collecting the data is minimal.

Weaknesses:

The applicant indicates that program evaluation and dissemination will occur regularly during each year but the specifics of what will happen within the year and the responsible staff is not clearly presented. There is no indication of the third-party evaluator and the qualifications they will have meeting evidence standards.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

(i)   The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
(ii)   The extent to which the budget is adequate to support the proposed project.
(iii)   The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.
(iv)   The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.
(v)   The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

The applicant expresses support for the TEEP program through a collaboration between College of Education, College of

Liberal Arts and Sciences, and the Division of Diversity, Equity, and Inclusion (pg. e50). Colleges' leadership and the partner school districts support the project's initiative through student recruitment and effectiveness of the updated curriculum (pg. e51). The Deans have pledged to support the curriculum changes to make them permanent, thereby extending the impact of the TQP beyond the federal funding (pg. e52). There is alignment between the TEEP and the Iowa State Board of Education priorities, including community college connections and development of grow your own teacher preparation programs (pg. e54). The applicant presents an adequate plan for resources beyond the federal funding through partnerships and community initiatives. Partnership between the LEA and applicant seems to be strong.

Weaknesses:

There is a lack of details in the application addressing the facilities, equipment and supplies dedicated by the applicant's partners. The only space dedicated in the application was the student clubs (PCYEC) and for clinical experiences. The applicant states that there will be new programs to support students of color but there are no details about this program that would demonstrate the adequacy of resources beyond the grant funding.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

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

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

(i)   The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
(ii)   The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The project includes a detailed and clear timeline for implementation that also outlines evaluation activities as they relate and support formative feedback and project summative evaluation for each objective (pp. e62-66). The personnel presented in the application are highly qualified and experienced in this work (pp. e59-61). There is a strong plan to provide teacher supports and professional development (pg. e66). The six-person Advisory Committee will collect and review data in order to make recommendations to ensure the program is responsive to the needs of the community, students, and new teachers (pg. e63).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

candidates.
b)   Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.

Strengths:

The applicant does not address this priority.

Weaknesses:

The applicant does not address this 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 applicant states in their objectives and in the narrative that they are dedicated to a diverse education workforce.

Weaknesses:

The applicant does not demonstrate through activities or other details how they will address the diverse workforce initiative. There is no information about recruitment, training, support, or other aspects of attracting and retaining a diverse workforce in Iowa's schools.

Reader's Score: 1

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:

Research is cited as support for social and emotional learning. The applicant states that SEL promotes equity and excellence. The applicant mentions that one of the partners, Iowa Center for School Mental Health, will provide social and behavioral health services (pg. e52).

Weaknesses:

Other than presenting evidence that social and emotional learning is important, there are no details provided as to how SEL will be used to inform, be incorporated, or be used in implementation to the program activities.

Reader's Score: 1

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 combines three institutional offices, one of which is the Division of Diversity, Equity, and Inclusion, which proposes to provide field experiences for 20 teachers that center on equity in elementary school and an ESL endorsement (pg. e14). Centering on equity topics in educator preparation as identified by the 6 project goals, the applicant is supportive of incorporating equity into their curriculum.

   Weaknesses:

   The applicant provides limited details on the plan to incorporate the equity initiatives into the curriculum. It is unclear how the applicant is going to address equity other than stating they will use equity within their goals.

Reader's Score: 1

Invitational Priority - Invitational Priority

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

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

The applicant seems to be committed to the creation of a Grow your Own educator preparation program. The applicant includes this initiative in their goals (pg. e14).

Strengths:

The applicant does not provide details on the proposed "grow your own" program, such as recruitment of current, local students. The "Grow your Own" program is not presented with data or research that indicates the initiative will be self-sustaining.

Weaknesses:
 Score:
Status:

Last Updated:
Submitted
06/03/2022 04:23 PM