

Technical Review Coversheet

Applicant: The Research Foundation for SUNY on behalf of U. at Buffalo (S336S220043)

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	30
Quality of the Project Evaluation		
Quality of the Management Plan		
1. Management Plan	20	15
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
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	104
9/28/23 11:33 AM		
		Page 1 of 8

Technical Review Form

Panel #9 - Panel - 9: 84.336S

Reader #1: *****

Applicant: The Research Foundation for SUNY on behalf of U. at Buffalo (S336S220043)

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 provides a project design that contains a rationale supported by evidence-based research and practices (e 35). The proposed activities, strategies and methodologies involve measurable goals, objectives, and outcomes to support rigorous academic program standards. Performance feedback and continuous improvement is addressed (e 47) and a plan to refine model during implementation is mentioned. More details are needed to describe collaborations with LEAs, and implementation procedures.

(i) The applicant provides a rationale for the proposed project to develop and sustain highly effective, diverse teachers and school leadership capable of increasing student achievement. A Logic Model is included (e 71) to deliver strategies that will prepare and retain effective, successful teachers for increasing underrepresented populations to serve students in the areas of high need. (e 156)

(ii) There are four clear program goals with related objectives that are measurable to coordinate program elements as the applicant proposes to serve 60 highly effective teachers and 8 educational leaders in high-needs content areas of mathematics, sciences, world languages and ESOL. For example, to recruit highly effective teachers a residency model will be expanded to increase access to a diverse group of teachers and leaders. (e.38)

(iii) The proposed project focuses on a plan to improve a residency program with modularized curriculum, where the use of modules will provide clinically rich, pre-service preparation that are meaningful and relate theory to practice in addition to the traditional 3 hr. college credit curriculum. The applicant uses methodologies supported by evidence-based research. (e 27)

(iv) The proposed project provides an extensive account of evidence-based research that is up-to-date and supports retention strategies (e 27), high-quality curriculum and program design, serving minority populations (e 25), the use of cohort models (e 26), the importance of social and emotional learning (e 34) and evaluation practices (e 60) that are supportive of the proposed project.

(v) The applicant provides a plan describing how the project design has embedded continuous improvement processes and assessments to ensure that any needed modifications can be identified and efficiently identified to produce the desired outcomes. Performance feedback includes observations, (e 66) coaching data (e 63), completion of the master's program and impact of the work on student achievement. (e 60)

9/28/23 11:33 AM

Page 2 of 8

(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.

The applicant clearly indicates how the program will build capacity by improving the content knowledge and pedagogy of 60 teachers and prepare 8 new school leaders with high-quality support instructional improvement. An agreement built into the UBTR Teacher Residency Consortium allows residents to serve as substitute teachers one day per month at no cost to the district, an example of sustainability beyond length of the grant. (e 54)

Weaknesses:

The applicant does not provide sufficient information on how the LEAs activities and collaborations are going to impact the program. More description is needed to describe the process to implement program objectives.

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 methods of evaluation will provide valid and reliable data with formative and summative evaluations. The formative evaluations will provide program staff data that will reflect how the process is on track to achieve the desired outcomes. Summative evaluations will include quantitative and qualitative data to be used in a mixed method design that can guide continuous program development. (e 47)

(i) The proposal includes an evaluation plan that utilizes summative and formative methods with quantitative and qualitative data, necessary to measure validity and reliability when addressing a clear focus of the proposed services and desired outcomes. (e 48)

(ii) The evaluation methods are thorough, feasible and appropriate to address the program objectives, Table 8 (e 61) includes evaluation components and questions and relevant research aligning studies with program objectives. (e 62)

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

9/28/23 11:33 AM

Page 3 of 8

(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) N/A

(ii) The applicant proposes a budget of \$19,331.499 for the five-year period and the corresponding cost share. The budget match requirement is addressed, and the budget line items are allocated to program development and delivery at the target high-need schools. (e 326, 354)

(iii) The costs are described and support high-quality strategies that will enhance the curriculum and services for access. (e 55)

(iv) N/A

(v) The proposed project is relevant to the needs of the target population experiencing a shortage of qualified and certified teachers in areas of high need. The low retention rates of teachers and principals is an indication of practices and reform of strategies and approaches to address this critical need. (Abstract)

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

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

The Secretary considers the quality of the management plan for the proposed project. In

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

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

Strengths:

- (i) The management plan is provided with activities addressing program objectives, milestones, and the staff responsible for delivery of services. Planning activities are listed, and tasks are identified with specific activities and the expected outcomes. (e61)
- (ii) The applicant describes the commitment to include continuous improvement processes and assessments are in place to ensure that any needed modifications can be identified and efficiently identified to produce the desired outcomes.

9/28/23 11:33 AM

Page 4 of 8

(e 39, 62)

Weaknesses:

The management plan does not provide clear timelines to ensure the project is delivered on time and within budget. More details are needed in this section describing who is the staff in charge of monitoring the budget and financial records.

Reader's Score: 15

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 proposal addresses the need to increase and retain teachers from underrepresented minorities. The project will incorporate strategies that have been successful in the previous TQP grant and enhance outreach and other special efforts as program implementation will be designed based on needs assessments. The applicant will recruit qualified individuals that will reflect the demographics of the district populations, improve the quality of novice teachers, and expand access to high quality professional development.

- a) The applicant will use strategies that have been successful in recruiting, preparing, and retaining underrepresented minority teacher candidates for schools in Western New York where 60% of the first three cohort of residents were candidates of color. The project will incorporate high quality professional development, internships and licensure of underrepresented teacher candidates and increase educators' diversity. The proposal meets this Competitive Preference Priority. (e 17)
- b) The applicant has removed barriers such as the GRE and application fees for access of underrepresented participants. The strategies will include the use of a cohort model providing affinity groups for residents; improvement of modular approach to curriculum that connects research, theory, and clinical practice; expanding certification-related

Weaknesses:

No weaknesses noted.

9/28/23 11:33 AM

Page 5 of 8

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

Strengths:

The applicant meets this Competitive Preference Priority by proposing to increase the number of qualified, diverse and experienced group of teachers by providing access to high quality comprehensive programs to provide professional development with high standards prepared to serve under-represented students.

The applicant meets this Competitive Preference Priority by proposing a project to support recruitment and retention of highly effective educators, focusing on increasing diversity of teachers in the West New York region to strengthen student learning. Teacher residency models will focus on the development of prospective teachers from the application stage through orientation, during the residency, and into their teaching careers. (e 17)

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:

The applicant meets this Competitive Preference Priority by meeting the social, emotional, and academic needs of teacher candidates and prepares them to create equitable, unbiased, supportive, inclusive, and identity-safe learning environments for their students. The strategies, activities and methodologies are supported by extensive evidence-based research on effective SEL strategies.

- (a) The applicant meets this Competitive Preference Priority by addressing the students' social, emotional, and academic needs of teacher candidates with high-quality strategies and evidence-based research models to prepare them to create inclusive, supportive unbiased classrooms for their students that foster a sense of belonging. (e 18)
- (b) The proposed project will implement strategies, methodologies and services based on evidence-based studies.

9/28/23 11:33 AM

Page 6 of 8

The research provided indicates that providing support for socio-emotional and academic needs benefits students social and emotional wellness and develop their own social and emotional competence. (Jennings & Greenberg, 2009) (e 18)

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 applicant meets this Competitive Preference Priority by proposing a project that has been designed for educators and leaders to recognize, address, and respond to the needs for teacher diversity in the area. The proposed project will enact culturally responsive, positive socio-emotional learning that is intended to positively impact equity in student access to education and career opportunities.

(a) The applicant proposes a project that is designed to promote equity in student access to educational opportunities and resources. The project is designed to engage residents and school leaders in professional learning, with social emotional learning strategies that will impact academic learning in a culturally responsive, social emotional supports will be applied to promote equity in access to historically marginalized students. (e 18)

(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.

The project will provide participants with strategies, activities, methodologies, and simulations as part of the professional development, and leadership coursework. The curriculum will be intentionally designed for teachers and leaders in education, to examine the sources of inequities at varying grade levels and develop responses, improve pedagogical practices that are inclusive. (e 19)

9/28/23 11:33 AM

Page 7 of 8

Weaknesses:

No weaknesses noted.

Reader's Score: 2

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

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

Strengths:

The applicant has designed a plan that will reach out to numerous school personnel to support the certification and licensure pathways, many of eligible program participants have attained their bachelor's degree and the program will encourage and support the efforts to get certified, and for leadership to increment their professional development of skills for leadership positions.

The program has a strategic recruitment plan that includes special efforts to recruit from the region's cadre of teacher assistants, long-term substitutes and other community-based educators. The state requires that professionally certified teachers must have a master's degree and there are numerous school-based personnel who hold the bachelor's degree without the teacher certification. The applicant's plan is to support certification pathways will reach out to community-anchored educators with linguistic, cultural, and experiential assets and commitment to the communities they live and serve. (e 19)

Weaknesses:

No weaknesses noted.

Reader's Score:

Status:

Last Updated:

0

Submitted 06/07/2022 11:04 AM

9/28/23 11:33 AM

Page 8 of 8

Status: Submitted

Last Updated: 06/07/2022 05:34 PM

Technical Review Coversheet

Applicant: The Research Foundation for SUNY on behalf of U. at Buffalo (S336S220043)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	15
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4

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 111 106

9/28/23 11:33 AM

Page 1 of 7

Technical Review Form

Panel #9 - Panel - 9: 84.336S

Reader #2: *****

Applicant: The Research Foundation for SUNY on behalf of U. at Buffalo (S336S220043)

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 program rationale for expanding the program is justified by past initiatives that led to increased recruitment and retention of minorities and or first- generation teacher candidates. (e25)

The project has ensured that the goals, objectives and outcomes in the proposed project are clear and measurable by writing 5 SMART goals and providing detailed narratives concerning each. (e38-55)

Building on past success the program has established a comprehensive effort to improve teaching and learning and support rigorous academic learning with it's partners by increasing a proven research- based residency program for teachers and leaders to 60 residents,60 mentor teachers and 2 principals across 4 cohorts. (e12).

The project uses up-to-date knowledge from research and effective practice by embedding a program of Collaborative Professionalism into the proposal. Current research clearly states that CP boosts student learning and increases teacher retention. (e21)

The project demonstrates a convincing rationale for teacher residency programs by the use of current recent research that demonstrates teachers prepared through urban residency programs remain in the profession and their home districts for at least 5 years. (e36)

The proposal provides performance feedback and continuous improvement in the project design by the rigorous forms of professional collaboration through mutual dialogue, joint work and a common meaning and purpose with the Collective Professionalism tenets. (e21)

This innovative project increases the ability to build capacity by an agreement that allows residents to serve as substitute teachers one day per month at no cost to the district. Teachers in the building can co-plan with residents, residents can

9/28/23 11:33 AM

Page 2 of 7

build self-efficacy by being teacher of record and districts have a desire to continue the program due to the eventual contributions of residents to sustainability. (e54)

Weaknesses:

No weakness noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

The proposal has included continuous improvement to the design by using a leadership team from the SEED project to evaluate the impact of the residency model on teacher retention and student achievement as it expands from one to four districts. (e60)

The project provides thorough, feasible and appropriate methods of evaluation by using a mixed method quasi-experimental study over a 5 year period to guide continuous program development reducing randomization in the data. (e60)

Weaknesses:

No weakness 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.**

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 proposal demonstrated the relation to the objectives and design by detailing in the budge summary the tasks and cost associated with personnel responsible for the outcomes. (179-181)

The targeted school districts provide strong MOU which demonstrate their commitment of resources to the project. (e179- 181) and ensure sustainability by providing employment to resident candidates of the program.

The budget demonstrates adequate resources to support the proposed project in relation to the objectives, design and outcomes by using a multi-level financial and operating model. . (e196-203)

Partners recognized the relevance of the project and demonstrated their commitment to the proposal by submitting a MOU detailing their commitment.

Weaknesses:

No Weakness noted.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

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

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

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

Strengths:

The program increases its ability to achieve the objectives in the proposal within budget and on time by including a Program Office, a Grant Manager, and a Program Coordinator with clearly defined duties that are aligned with the goals. (e55-58)

Continuous feedback and improvement in the program will be strengthen by the research- based Classroom Check-up Model. This model increases the feedback between the district, the school and the teacher and encourage program improvement. (e55-56)

Weaknesses:

The designs failure to include sufficient information on how activities and tasks are processed weakens the strength of the workflow and leaves the chance that a lot of the activities will be omitted by oversight. (e55-56)

Reader's Score: 15

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 project extends a success for existing model by including four cohorts that will ensure the representation of underrepresented teacher candidates in the targeted districts. (e35)

Weaknesses:

no weakness noted

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

9/28/23 11:33 AM

Page 5 of 7

Strengths:

The project innovatively expands the model currently being used by Buffalo Public Schools to four cohorts within the high need districts and focus on preparing and retaining effective educators serving underserved students. (e35)

Weaknesses:

No Weakness 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:

The program strengthens a sense of belonging and inclusion for students in the program by providing several hours a month for collaboration with mentor/coaches .(e33)

Social-emotional learning will be increased in the program by providing supporting services to underserved student populations. (e47)

Weaknesses:

No Weakness 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.**

9/28/23 11:33 AM

Page 6 of 7

(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:

Recruitment efforts are collaborated between the program directors and partner districts using a multidimensional process that provides opportunities for inclusion of teachers of color to serve and impact student achievement in partner districts. (e32)

Weaknesses:

No weakness 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 project establishes a Grow Your Own program to address shortages of diverse teachers in the high-need districts that it is partnering with by supporting certification pathways for community-anchored educators within schools, such as teacher assistants, paraprofessionals, aides, and substitutes who have bachelor's degrees without teacher certification. (e19)

Weaknesses:

No Weakness

Reader's Score:

Status:

Last Updated:

0

Submitted 06/07/2022 05:34 PM

9/28/23 11:33 AM

Page 7 of 7

Status: Submitted

Last Updated: 06/03/2022 05:00 PM

Technical Review Coversheet

Applicant: The Research Foundation for SUNY on behalf of U. at Buffalo (S336S220043)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	15
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
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

Technical Review Form

Panel #9 - Panel - 9: 84.336S

Reader #3: *****

Applicant: The Research Foundation for SUNY on behalf of U. at Buffalo (S336S220043)

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 demonstrates a rationale to partner with a high needs school district to develop and sustain district serving pipelines of highly effective diverse teaching professionals capable of increasing student achievement. The proposed program extends a model program the applicant co-designed with the Buffalo Public Schools. The program design contributes to the knowledge base on the preparation and retention of effective, successful teachers for increasingly ethnically, racially, and linguistically diverse school in mid-size cities and proposes to serve as a prototype for the university-district partnership programs in New York and other states. A Logic Model articulated the program rationale and expected outcomes, effectively charting program inputs and objectives aligned to strategies and objectives and proposed short, intermediary, and long-term outcomes. P. 35, 70, 71.

(ii) The application narrates an overarching goal, four measurable objectives, and outcomes to be achieved by the proposed project. Measurable objectives are adequately designed to expand a successful residency model to prepare sixty highly effective teachers and eight leaders to increase staff diversity in high-needs schools. The program design encompasses strategies to address competitive preferences, specifically in building teacher capacity to enact culturally responsive, positive, social, and emotional impact on students' progress in learning and in strategic recruitment and collaboration with public school districts to address the shortage of affected teachers and school leaders. P. 56

(iii) The proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students focused on developing a culture of Collaborative Professionalism. Research is documented to support the program design and a more significant endeavor to strengthen subject comprehension, boost confidence and build learning skills through individual experiences targeted toward specific learning goals. Professional collaboration is also demonstrated to increase teacher retention and implement innovation and change. The application summarizes teaching and learning in the context of identifying needs and the New York State Standards of Learning and skills needed for success in high-needs schools. Five proposed program outcomes are well detailed. Objectives are specified and reiterated throughout the narrative, focused on expanding a successful model for recruiting and retaining high-quality, effective teachers and school leaders through strengthening the capacity of school leaders to support novice teachers and increase teacher capacity to implement culturally responsive pedagogies and positive social and emotional

(iv) The proposed project reflects up-to-date knowledge from research, and effective practice focused on facilitating the development of a Collaborative Professionalism proves to be a more profound, rigorous form of professional collaboration. It is significant that the Alberti Center for Bullying Abuse Prevention is housed within the application university and serves as a national resource for preventing bullying and school violence. The proposed initiative collaborates with their staff in their research to examine how universal Social Action Learning instruction can improve school climate, culture, and learning. In addition, research is cited detailing effective program leadership supports student achievement. In addition, research demonstrates that funded and supportive pathways into the profession increase the number of teachers of color who enter high-end content areas. P. 22, 26, 30

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

(vi) The proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. The Teacher Residency Program Features are precisely charted, specifying a program vision focused on increasing educational opportunities for all students in focus on preparing to support racially, ethnically, economically, and linguistically professional staff through a sustained, immersive co-teaching residency that emphasizes professionalism. P 162

Weaknesses:

None are noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

(i) The application specifies evaluation methods to provide valid and reliable performance data on relevant outcomes. Significantly, an external and experienced external elation team will be hired to serve in the program. The applicant details the experiences and expertise of the external evaluation firm are charted detailing the expertise and experience of each person on the eternal evaluation team. The application proposed implementing a mixed method specifying a quasi-experimental design supported by comparative and qualitative case studies. Program evaluation questions are specified to propose to audiences to determine the effectiveness of program components and individual outcomes on the professional development of educators and school leaders. P. 62

Methods to gather evaluation input and feedback are specified to include data from staff and participants at the university and in the school, encompassing surveys and interviews, focus groups, and video observation protocols. Formative evaluation implementation is designed coordinated to program objectives to gather data for informed decision making. A practical evaluation method is detailed, noting a longitudinal resident intervention strategy with school one and continuing through cohort four. A summative assessment of the program is aligned to specific objectives to provide an in-depth examination of professional knowledge and practice development. These are focused on professional growth encompassing a comparative design. P. 62-65

(ii) The evaluation methods are feasible and appropriate to the proposed project's goals, objectives, and outcomes. A formative evaluation is specified as appropriate to provide ongoing feedback to program staff to support continuous improvement efforts and model refinement during program implementation. The components are identified to provide valid and relative performance data on program outcomes. A quasi-experimental provides data to enhance the program. A scope of comprehensive questions is delineated. Data sources are identified to align to questions, including school data, surveys, and interviews. Mentor teacher interviews are noted in addition to interviews with emerging school leaders and surveys to evaluate teacher knowledge and practice. The application details a well-developed schedule for a continuous feedback cycle from participants to project staff. P 61

Weaknesses:

The application identifies an evaluation method as high-impact practices; however, these do not include the GPRA standards. The GPRA standards are integral to the program design and evaluation, specifying the target standards proposed to be accomplished during the grant period. In addition, if the grant were to be funded, the applicant will need to report the degree to which the set GPRA targets have been met..

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 identifies some support for the program. This is evidenced in specifying that the program fosters a culture of collaborative professionals that provide access to resources to support the development of virtual and in-person learning. It is noted that the organization is relieving some of their staff from current duties to be able to serve in the program, including staff who are identified as pedagogical experts, including doctoral students, staff from the Office of Educators Preparation, and Faculty in Residence. P. 30
- (ii) A well-developed program budget is narrated, detailing funds essential for operations. Significantly, the

9/28/23 11:33 AM

Page 4 of 9

application references their faculty as recognized as national leaders who have attracted millions of dollars in funded research. The program budget adequately allocates funds for the Teacher Residency Consortium salaries for the role of Career Induction Specialists s essential components for program operations and details related to sustainability. An innovative investment of budget funds is allocated for teacher residents' advancing their ability to work as substitute teachers within the partner districts and within the program's UBTR Teacher Residency Consortium (UBTRC) and the UBTR Summer Institute (TRSI). P. 54

(iii) The applicant demonstrates resources to operate the project beyond the length of the grant-funded period. This is evidenced in documenting the involvement of the contributions Erie I BOCES and partner districts commitment, including providing financial support for residency stipends. In addition, the application references information regarding the future State budget, noting a recent announcement specifying that teacher residency will be recognized as a registered apprenticeship. This is identified as a potential for sustainability planning to reflect a shared investment in teacher education. School district collaboration is highlighted in a sustainable funding model, including resident stipends being fully subsidized by districts. P54

(V) The application presents letters of support from each partner to demonstrate their commitment to the proposed project to the implementation and success of the project. This is evidenced in a letter of support from the Amherst Central School District to demonstrate commitment to the successful implementation of the proposed project. The letter details the collaborative effort of the district and the funds allocated to support program implementation. For example, the partner letter specifies providing regular release time for teachers and faculty who participate in the program and also delineates the specific financial contributions to the residence program in the area of stipends for participants. P.179

Weaknesses:

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

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

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

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

Strengths:

- (i) The application narrates a management plan structured to achieve the proposed project's objectives on time, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. A management plan is presented in a work plan format identifying each program objective aligned to key activities a time from and the person or persons responsible for its accomplishment. For example, a program objective is focused on expanding the successful model for recruitment and preparation of a more diverse teacher profession to be accomplished by Fall 2022, noting the names of the person responsible. P. 55-57
- (ii) The application identifies some procedures which are adequate for ensuring feedback and continuous improvement in the operation of the proposed project. This is evidenced in Table 8, which identifies the formative and summative evaluations and the evaluation questions. Three specific evaluations encompass feedback, including formative

9/28/23 11:33 AM

Page 5 of 9

and summative assessment and the Impact Evaluation. A quasi-experimental study is noted to provide complete data.

Weaknesses:

While the names of key personnel are noted as aligned to their expertise, the specific managerial position held by each person is lacking. A clear overview of the managerial structure is lacking, such as detailing a chain of command in responsibilities.

- (iii) A comprehensive structure to identify the program's timeline and audiences for gathering feedback is lacking. For example, while evaluation questions are noted, the audiences targeted for these questions are not identified. In addition, a timeframe for implementing the series or sequence of questions is lacking, which is essential to gathering a broad scope of perspectives promptly, which is integral for data-driven decision-making.

Reader's Score: 15

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 application effectively details a research-based program focused on reforming 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. This is evidenced in curriculum audit for infusion of culturally, linguistically responsive sustaining pedagogy and practices in coursework and multiple efforts in participant recruitment. Significantly, the program includes working with the office of the Chief Diversity Officer. The program's hallmark is highlighted in the applicant's commitment to successfully recruiting of color into the field of education. The program collaborates with alumni and social-cultural groups in the university's student association. It

9/28/23 11:33 AM

Page 6 of 9

utilizes the Graduate School of Education Office of Marketing and Communications for electronic and print ads. P. 41,43

Weaknesses:

None are noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

Strengths:

The proposed initiative is designed to support a diverse educator workforce and professional growth to strengthen student learning through a teacher and school leader residences intended to increase the proportion of well-prepared, diverse, and influential educators serving students, with a focus on underserved students, through increasing the number of teachers with certification in a high needs communities and the shortage of ESOL, science, math and world language teachers. A broad scope of recruitment is detailed, including outreach conducted with university and public school staff, leaders, and district liaisons. It is noted that outreach is scheduled with undergraduate students and with neighborhood community centers. P42- 44

Weaknesses:

None are 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:

The proposed projects are designed to improve students' social, emotional, academic, and career development, focusing on underserved students by creating a positive, inclusive, and identity-safe climate at higher education institutions through

implementing evidence-based practices for advancing underserved student success. Social-emotional prevention and integration practices are infused into teacher preparation to benefit the positive development of students across all grades in urban, suburban, and rural settings. Research-based strategies are referenced, highlighting the significance of

9/28/23 11:33 AM

Page 7 of 9

providing educators with preservice experience in identifying planning and integrating evidence-based social-emotional learning practices into instruction. Research support program professional development focused on social and emotional growth for you, specifying that competence shapes the nature of student-teacher relations to influence classroom behavior. P. 50

Weaknesses:

None are 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 proposed program is designed to promote educational equity and adequacy in resources and opportunities for underserved students through developing and supporting professional learning opportunities to support novice teachers and build teacher capacity to enact culturally responsive, positive, social-and emotional supports that impact student learning with a focus on promoting equity of access and opportunities for historically underserved students. The application recognizes discrepancies in challenges related to a racial composite of teachers to students and addresses this through recruitment and retention of teachers of color to address the needs of the population in focus. P. 18, 56.

Weaknesses:

None are 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

9/28/23 11:33 AM

Page 8 of 9

teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.

Strengths:

The proposed project narrates a well-developed research-based Grow Your program designed to address shortages of teachers in high-need areas and increase the diversity of qualified individuals entering the teacher and school leader workforce. The program highlights innovative research-based strategies in participant retention, outreaching current university undergraduates and the direct pool of paraprofessional and substitute teachers. The program draws on linguistic, cultural, and experiential asses to prospect teachers in outreach to the local communities. A robust strategy is an outreach to para professions in schools throughout the state. The US Department of Labor is referenced to specify that in New York, 108,79 people are employed as teaching assistants in predominantly K-12 schools. P. 19

Weaknesses:

None are noted.

Reader's Score:

Status:

Last Updated:

0

Submitted 06/03/2022 05:00 PM

9/28/23 11:33 AM

Page 9 of 9

Status: Submitted

Last Updated: 06/03/2022 05:54 PM

Technical Review Coversheet

Applicant: The College of New Jersey (S336S220046)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
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	109