Technical Review Coversheet

Applicant: The Regents of the University of California, Los Angeles (S336S220050)

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

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	25
1. Project Evaluation	20	19
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Project Evaluation		
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	105

Technical Review Form

Panel #9 - Panel - 9: 84.336S

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

Applicant: The Regents of the University of California, Los Angeles (S336S220050)

Questions

Selection Criteria - Quality of Project Design

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

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

(i)   The extent to which the proposed project demonstrates a rationale.

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

(iii)   The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

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

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

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

Strengths:

(i) The applicant provides a good project design with a rationale for the proposed project that is supported by a logic model and evidence-based research that addresses all elements of the project, designed to increase student achievement in high-need schools. (e 24)

(ii) There are four clearly described program objectives that are measurable and have specific strategies to coordinate with institutional departments, districts, and LEAs to plan how the desired outcomes will be attained. Program outcomes are identified to each corresponding objective. (e 25)

(iii) The proposed project provides a good plan that focuses on improving teaching and learning, with strategies and services that are empirically based and valid research that support high-quality methodologies and rigorous academic and licensing standards. (e 30, 46, 73)

(iv) The project design is appropriately referenced by evidence-based practices and research that are up to date and relate to each of the strategies, activities, interventions, and proposed practices. (e 29)

(v) The applicant provides a good description how the project design has incorporated the baselines, measurable objectives and evaluation measures that provide opportunities for performance feedback and continuous improvement with formative assessments to monitor the progress towards outcomes. (e 29)

(vi) The proposed program clearly states it will build capacity by recruiting and serving 60 middle school teachers, 30 aspiring education leaders. 30 content leaders and 45 community college fellows to develop high-quality support for sustained instructional improvement impacting the middle school students of color. (e 13)

Weaknesses:

The applicant does not provide documentation of support from the Community College institutions to document level of support from partners.

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 will use a mixed-methods approach that will provide valid and reliable data with focused research questions. The methods are feasible, appropriate to address the program goals. (e 53)

(ii) The evaluation methods are thorough, feasible and appropriate, providing measurable goals and objectives, with culturally responsive pedagogies and critical literacies. (e. 58) The Logic Model guides the foundation for the program design, evaluation, and program findings. (e 24)

Weaknesses:

Inconsistent data is provided when identifying the high needs schools, there is conflicting data presented, "center our work on 4 middle schools" (e 21) Teachers assigned to 5 middle schools (e 26)

Reader's Score: 19

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

Strengths:

(i)   The level of support to the program is strong, the applicant provides an adequate budget to deliver the services needed to support the implementation of the project. Institutional support includes facilities, equipment, technology, research databases, and supplies to research expertise, cost-sharing, (e 44)
(ii)   The applicant proposes an adequate budget for the five-year period and the corresponding cost shared by the school district partners 100% match. The budget is adequate to serve the school districts and to support the scope of the services. (e 45)
(iii)   The costs are reasonable and support high-quality strategies that will enhance the curriculum and services for access to prepare 60 middle school teachers, leaders, 30 aspiring leaders, 20 current leaders and 45 Community College Fellows, teachers of color for middle school skills enhancement and support. (e 13)
(iv)   The applicant describes the strong commitment from the IHEs and the school districts key partners, LEAs, that have made a long-term commitment for implementation, and a multi-year financial model for sustainability after federal funding ends. (e 48)
(v)   The proposed project is highly relevant to outcomes experienced supported by evidence-based practices and studies. The project will replicate and enhance an already successful program in the medical sciences that has shown a significant increase in retention and graduation. There is a strong institutional support to the program and from target school districts addressing middle schools' improvements and support for enhanced teaching and leadership practices. (e 49)

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 applicant provides an excellent management plan with identified annual project tasks, such as TEP Cultivating Excellence Curriculum Re-design, Resident Learning, Mentor Learning, School Leaders in LEAD, Community Education Fellows. Followed by specific start and ending dates for each project task, recruitment plan, CE Residency years, Master's in Ed and other groups, including Induction schedules from Year 1. A very realistic and appropriate management plan to achieve the proposed objectives. (e. 52)
(ii)   The applicant adequately describes the commitment to include performance feedback strategies to provide

continuous improvements to the program and to ensure that any needed modifications can be efficiently identified to produce the desired outcomes. (e 49)

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:

   (a)   The applicant works with two Community Colleges that are Minority Serving Institution in high need schools district that incorporates best practices to attract, support, retain, graduate and complete professional development, internships and licensure of underrepresented teacher candidates and increase educators' diversity for middle school teachers and leaders. The proposal meets this Competitive Preference Priority. (e 30)
   (b)   The project is designed to address the academic and work with other IHEs and LEAs to increase collaborations in the leadership program that include teacher residency programs and Principal Preparation Program. The program impacts high-need, high-poverty, districts and will recruit qualified individuals that will reflect the demographics of the district populations, improve the quality of middle school teachers, and expand access to high quality professional development while increasing the rigor and depth of experiential elements in IHEs clinical experiences and provide licensure and certifications in areas of high need. (e 30)

   Weaknesses:

   No weaknesses 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 applicant meets this Competitive Preference Priority by proposing a project to support and retain a diverse educator workforce to strengthen student learning through site-based mentor teachers, residency administrators through induction periods, rigorous and high-quality coursework. The plan includes creating cohorts of 20 residents paired with university content and pedagogical experts and mentors, placing them in groups of 4 at the partner middle schools. (e 31)

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:

   (i)   The proposal contains strategies, activities, redesigned curriculum, mentorships and appropriate practices that include a program design with curricula that will develop and strengthen how resident teachers and leadership in education support the reading development of the diverse range of learners that struggle in reading, students with dyslexia and other needs, English learners, speakers of non-standard English and advanced learners, to foster a sense of belonging and inclusion for underserved middle school students. (e. 33)

   (ii)   The applicant meets this Competitive Preference Priority by working with expert faculty and mentors at UCLA Department of Social Welfare to incorporate teaching strategies and pedagogies for Social Emotional Learning (T-SEL) backed by evidence-based research (Jagers, et al., 2019) redesigned courses "Educational Psychology for Middle School Teachers", "Content Methods and Content Literacy" will be taught to infuse literacy development strategies and teach second language learners and students with disabilities. (e 33)

   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:

(i)   The applicant describes how the project is designed to promote educational equity by focusing on improved methodologies, strategies and interventions needed for teachers and leadership in the middle school system to serve students of color. (e42)

(ii)   The proposal addresses pedagogical practices in educational preparational and professional development programs to serve students of color. The applicant institution has developed a framework (RLP) of support and empowerment to educators to identify and co-construct equity actions. It is an equity framework to engage in dialogue and action towards equity. (Orange & Isken, 2021). Educators will complete the micro-credential (RLP-m) allowing them the opportunity to engage in intentional conversations about race, and cultural identity, take actions to eliminate barriers and increase access to education for middle school students. (e. 42)

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:

    Not addressed.

    Weaknesses:

    Not addressed.

Reader's Score:

Status:
Last Updated:

    0

Submitted 06/07/2022 11:04 AM

Status: Submitted
Last Updated: 06/07/2022 05:30 PM

Technical Review Coversheet

Applicant: The Regents of the University of California, Los Angeles (S336S220050)
Reader #2:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	20

Quality of the Project Evaluation
    1. Project Evaluation   20   20

Adequacy of Resources
    1. Adequacy of Resources   30   30

Quality of the Management Plan
    1. Management Plan   20   20

Priority Questions
 Competitive Preference Priority
  Competitive Preference Priority 1
    1. Educator Diversity   4   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   101

Technical Review Form

Panel #9 - Panel - 9: 84.336S

Reader #2:   **********
Applicant: The Regents of the University of California, Los Angeles (S336S220050)

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 Center X Teacher Education Program (TEP) and Principal Leadership Institute (PLI) has successfully implemented three urban residency programs .(e.17) one of which was IMPACT. IMPACT prepared 255 math, science, elementary, and early childhood educators and demonstrated an 86% retention rate in the targeted district after three years and a 76% retention rate after 5 years .

The project rationale (e18) cites the successful work of IMPACT in improving teaching and learning which establishes the residency program on effective practice and up-to-date research.

The goals, objectives and outcomes are documented in a Logic model (e24) and are clearly specified and measurable on the growth of the program.

Cultivating Excellence focuses its efforts on recruiting new teachers to participate in a residency program in LAUSD and Norwalk La Mirada. A diverse cohort of candidates and diverse leaders /or aspiring leaders from four districts will be recruited to participate in the leadership strands of the program

Weaknesses:

The proposal stated that three successfully implemented urban residency programs have been implemented. No evidence or data from past evaluations have been presented as justification of success in improving teaching and learning. The design of the project from the evaluation data of the prior programs would reflect strong justification for effective practices and program design (e17)

Reader's Score: 20

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 outcomes of the program are strong and measurable as laid out on Table 9 in the application. The strength of the evaluation is the use of a comprehensive mixed-method evaluation to examine the questions that focus on the outcomes of the program . This will allow the project to effectively capture a wider range of problems that might occur and hinder the program from accomplishing goals.

The UCLA National Center for Research on Evaluation (CRESST) will lead the evaluation. CRESST has been in the field of evaluation for over 50 years and has evaluated past TQP grants for the program.   The methods are thorough and appropriate for developing the goals, objectives and outcomes of the expanded program. (e53)

Weaknesses:

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 MOU has provided an adequacy of facilities support to the project This strong commitment leads to long-term success. (E49)

The project proposes to create a mentor-specific strand within the institute to introduce and engage mentors in transformative SEL frameworks to better support students who are culturally and neurodiversity. (e35)

The plan indicated that school district partners are utilizing state funds that support out of the classroom personnel that support teacher professional learning to support the work of the grant.e.45

The Budget narrative presents a clear designation of duties within the project and ensures that personnel changes will be strictly monitored, routinely documented and approved and will reflect only project-specific direct services to project. This fiscal accountability is critical to operate and support the proposed project in a manner that produces desired results. (e. 145)

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 Leadership team will meet monthly to discuss all facets of program planning which will provide on -going function, and sustainability (e.49).

A detailed MOU will be created and signed by each partner to define the roles and responsibilities of each which will ensure that all partners participate in a meaningful way and increases the coordination and management of the program. (e49)

Weaknesses:

No Weakness 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:

Currently, 90% of TEP students are students of color. (e30) Recruiting diverse students is central to the mission and vision of Cultivating Excellence . The program builds on prior success in recruitment efforts by holding events at geographically diverse low-income areas, promotions through paraprofessional organizations in the school district partners and engaging in recruitment efforts at alumni and professional organizations such as the Black College Exo and the Association of Mexican Educators. (e30)

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.

Strengths:

This program, a middle school residency, will be designed to increase the proportion of educators serving students in the middle schools within the targeted districts(e37). The course work is linked to leadership practices that meet the California Administrative Performance Standards and is a 14-month Master's of Education and a Tier 1 California Administrative credential program. (e39)

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:

Cultivating Excellence program will use the UCLA Department of Social Welfare faculty to incorporate T-SEL to candidates of the program and provide culturally responsive instruction that encompasses a more collective inquiry approach to learning. This understanding of systemic inequalities by residents will foster student action, voice and choice within the classrooms of the district partners. (e33)

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.**
   (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 Principal Leadership Institute PLT will take the lead in preparing leaders that have skills in leading for racial justice and implementing T-SEL and CRS pedagogy. (e37)
The program uses the nationally recognized (2021) Reciprocal Learning Partnerships for Equity (RLP) was developed by UCLA under a prior grant program. The framework supports and empowers educators to work together to identify inequitable practices and then con-construct equity actions to increase and foster improved social academic outcomes for students. (e42)

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:

   Not addressed

   Weaknesses:

   Not addressed

Reader's Score:

Status:
Last Updated:

0

Submitted 06/07/2022 05:30 PM

9/28/23 11:33 AM

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Status: Submitted
Last Updated: 06/03/2022 03:43 PM

Technical Review Coversheet

Applicant: The Regents of the University of California, Los Angeles (S336S220050)
Reader #3:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	24
Quality of the Project Evaluation		
1. Project Evaluation	20	19
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	104

Technical Review Form

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

Applicant: The Regents of the University of California, Los Angeles (S336S220050)

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 that is researched based and framed in three years of successfully implementing teacher/school leader's residency programs. The project, Cultivating Excellence initiative, is narrated as built on research on established residency programs, including that of their partner UCLA Center X and Inspiring Minds through a Professional Alliance of Community Teachers. The applicant has formed a residency partnership with this equity-focused urban residency program to co-construct and implement teacher preparation structures that develop solid foundations for equity-focused teaching and student learning in high-need partner schools and a pathway to leadership for educators of color. P. 19

   (ii)   The proposed project presents a Logic Model that delineates the program goal, which is aligned to four objectives specifying inputs, strategies and activities, outputs, and short-, mid-, and long-term outcomes. The program activities' specific and measurable objectives are charted, aligning each critical activity with measurable outcomes. For example, the objective is to prepare schoolteachers and aspiring leaders with a credentialed degree aligned to a critical activity to recruit, select, and enroll twenty residencies each year, totaling 60 in the three-year program. P. 25

   (iii)   The project narrates coordination with partners and aligning state standards in literacy to define the program's support and effort to improve teaching and learning and advance rigorous academic standards for students. The application references three prior urban residency programs they have successfully implemented, supporting teachers and future leaders to develop practices that lead to student learning, which develop effective practices in teaching and learning. The proposed program builds on prior success and knowledge gained from developing pathways from California's Community College system to teacher preparation programs. The proposed program is narrated as bringing together four large urban distinct school districts in Los Angeles County to provide residents to teachers and leaders serving approximately 77,888 students in K-12 in 125 schools. The newly envisioned 18-month residency and leadership development enhance the credentials of experienced middle school leaders and mentors and develop a new pipeline from Hispanic Serving Community Colleges. The program is designed to serve 60 pre-service teachers (20 each year) and 20 in-service middle school teachers, 30-40 leaders, aspiring leaders, and 45 community college students estimating 18,954 during the grant period. The application references a program segment/course, Content Methods and Content Literacy, to teach participants to plan lessons utilizing the state's rigorous standards, P. 17, 18

   (iv)   The program design reflects up-to-date research and effective practice knowledge to frame the program design and services advancing teaching and learning in middle schools. Research is referenced to support program services focused on developing the unique social needs of middle school students. A broad scope of research studies is referenced a to support the proposed initiative, including a decade of relevant research for the Center for the Social

Organization of Schools at John Hopkins University that demonstrates grade six students who fail math or English reading or attend school less than 80% of the time, had only a 10% to 20% chance of graduating. This is coupled with research documenting that middle school is the time for increasing academic rigor and that interventions for supporting academic skills and social and emotional skills learning are crucial. P 20

Weaknesses:

(iii) The application references the coordination with state standards for literacy, lacking any information or intent to coordinate any other state standards to support rigorous academic standards for students.

Information is limited to define the proposed project as part of a comprehensive effort to improve teaching and learning. The application mentions efforts to build a pipeline with the community college system; however, details are lacking to substantiate this as a comprehensive effort to improve support for rigorous academic standards.
The application references success in the previous grant-funded program but lacks the specificity to detail this success and apply them to shape the proposed initiative.

Reader's Score: 24

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 evaluation methods are identified to provide valid and reliable performance data on relevant outcomes through the services of UCLA's National Center for Research on Evaluation, Standards and Student Testing (CRESST), with whom the partner organization has worked fifteen years. Including prior TQP grants. The evaluation methods are identified as research-based and include ongoing feedback. A framework for Changing Societal Content is charted, highlighting the evaluation team to work closely with the program to ensure an understanding of short- and long-term goals and outcomes as they evolve. A comprehensive mixed-method involving preservice teachers, mentor teachers, middle school leaders, aspiring leaders, and college fellows is narrated with the schedule to collect and analyze multiple primary and secondary data sources. GPRA measures are identified as focused on data collection. A Primary Evaluation Study is proposed to include 60 preservice middle school teachers, 20 highly qualified teachers who serve as mentors, 30-40 middle school leaders, and 45 community college students. Data will also be collected from participating schools to

gather comparative data. Six primary sources of data and secondary sources of data are detailed. A matrix of evaluation questions, data sources, data collection, and study samples s charted. P. 53-59
(ii)   The evaluation methods are feasible and appropriate to the proposed project's goals, objectives, and outcomes. A significant component of the evaluation plan is conducting Evaluation Case Studies focused on engaging an in-depth study of documentation into the implementation process and the intended and unintended impact of the program on educators, students, and the entire school community to provide examples of best practices from the field to inform and refine future program implementation. P 58-61
A concise data analysis plan specifies data analysis of quantitative outcome data to analyze learning outcomes of students taught by educators who have completed the program compared to groups of students from another education program and school staff retention for educators and school leaders. Qualitative data is detailed as more formative and focused on informing a program redesign for insight into teacher effectiveness (residences) and partner site experiences in understanding and ascent literacy, social-emotional learning, and culturally responsive and sustainable pedagogies. P. 183

Weaknesses:

(iii)   Information articulated identifying data collection in the sample schools is inconsistent. It is stated that three to five schools will be selected in year one and begin to participate in the case studies in year two. The methodology section

related to case studies notes that data will be collected annually from three to five, which lacks an effective timeline for data collection and focuses on continuous improvement.

Reader's Score: 19

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

Strengths:

(i)   The application details a wide scope of support for the program, including facilities, equipment, supplies, and other resources, specifying the university departments committed to advancing the initiative. As a unit within the UCLA School of Education and Information Studies, Center X is supported by the University Business Office, the Office of External Relations, and the Office of Contracts and Grants. The program is supported with technology and access to

extensive databases and nots partner relationships. It is significant that the applicant organization demonstrates a vibrant history in the field and is committed to providing the physical, intellectual, and rational infrastructure to develop and essential the program activities with identified program partners P. 45.

(ii)   The budget is designed as comprehensive specifying allocation of funding to support the proposed project. The applicant notes utilizing tuition funding to support residency coursework and leadership coursework and also the commitment of school district partners in utilizing state funds that support out-of-classroom personnel and teachers' professional development. A 100% match is detailed and reflected on personnel, partnerships, and facilities. P. 45, Budget Narrative)

The application identifies program partners involved in the proposed project's design, stating their commitment to providing their expertise to the program. UCLA is the lead management and fiscal agent detailing each department's commitment to the initiative. The California Reading and Literature Project is referenced to commit their support for developing literacy for all learners and services for bilingual participants. The Culture and Equity Project is identified as a program partner identifying its focus to support educational institutions, school leaders, and teachers in their understanding and knowledge of the connection between culture and learning, providing educators with tools to rethink and change relationships, policies, and teaching and learning theory a cultural and equity lens. P 46

(iii)   In a review of the budget and budget narrative, the applicant asserts that costs for travel and conference accommodations are reasonable. Staff salaries are identified as reasonable, based on current salaries of staff and faculty and calculation of the University provisions of fringe benefits and an increase in health insurance premiums. The cost for program evaluation includes allocations for supplies such as software, hardware tablets, and laptops. Meeting supplies are noted for the summer institute meetings. A Senor Fund Manager is identified to ensure the program activities are accomplished within budget. P. 176

(iv)   The applicant identifies the adequacy of resources to operate the project beyond the length of the grant. These are detailed to include a multi-year financial and operating model and accompanying plan in addition to the demonstrated commitment of program partners; A concise narration of key partners' collective responsibilities and support is detailed. Partners are identified and include the UCLA Teacher Education Program, the UCLA Principal Leadership Institute, the California Reading and Leadership Project, and the Cultural and Equity Project. School partners include the LAUSD-Carver Middle School, which has committed to hosting 16 residents and 6-10 CC Fellows each year of the program. The Lancaster and Palmdale Unified School District is committed to sending teams of three or four leaders from each participating middle school to engage in LEAS professional development.P.44-49

The application details sustainability factors, including internal cycles of feedback to offer guidance on sustainability to establish an informed plan to develop solutions for stability for the residency programs. It is noted that the project will outreach to engage state officials to advance legislative support for supporting teacher residencies. The collaborating school district noted letters of support outlining a commitment to employment. A confirmation of resources is indicated in a letter of support, such as in-kind $120,000. P 104 -107

Weaknesses:

None are 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 application narrates some adequate components of an effective management plan encompassing strategies to evaluate program effectiveness. A Project Director is designated as required to organize and lead bi-monthly leadership meetings, monthly professional learning team meetings, and quarterly partner meetings. The program leadership team identifies three key staff with their responsibilities. Four specific, measurable objectives are charted aligned to key activities. For example, the first objective focuses on preparing middle school teachers and aspiring leaders with credentials and graduate degrees. Activities are aligned, spanning recruitment, selection, and training of teachers and teacher mentors. Outcomes are specified to include 60 teacher residents and 30 mentor teachers to complete the program with a 90% retention rate after three years of completing the necessary license. (Table 3, P 25-31)
(ii)   The project narrates adequate procedures for ensuring feedback and continuous improvement in the operation of the proposed project. Internal feedback cycles are specified at each level, including mentors, supervisors, and course leaders' assessments. An internal feedback cycle is highlighted to guide Principal Investigators in establishing an informed plan to develop financial stability options for residents' preparation programs after the life of the grants. Continuous feedback is positioned to engage in continuous improvement. Feedback is gathered from a broad scope of venues, including bi-monthly leadership team meetings and monthly Professional Learning Team meetings, to share emerging problems of practice, strengthen curriculum and improve instructional strategies using data-driven inquiry to under and Residency Learning and enhance program experiences. In addition, quarterly partner meetings bring partners together to review the program, keep each account, and respond to the program. Biannual Advisory board meetings are also scheduled for feedback from stakeholders. P. 51

Weaknesses:

None are noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator

workforce through adopting, implementing, or expanding one or both of the following:

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

Strengths:

a)   The project is detailed as a high-quality, comprehensive teacher preparation program with a 25-year history in preparing highly qualified students from underrepresented communities, currently enrolling 90% of TEP students identified as students of color. It is specified that central to the project's mission and vision is recruiting African American, Latinx, Filipino and Asian students. Program alumni of color are identified to serve a critical role in the proposed initiative by speaking at events and serving as points of contact for future cohorts. P. 31.

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 project is designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, by increasing the number of teachers with certification or dual certification in a shortage area. Program coursework is specified as integrated to provide students with skills and knowledge to work in low-income urban schools, including courses that explore diversity in racial, ethnic, gender, language, and cultural environments. After completing the program, graduates are offered opportunities to continue ongoing support in culturally responsive and sustaining micro-credentials. P. 29

   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 project is 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 by implementing evidence-based practices for advancing the student success of underserved students. A Transformative Social and Emotional Learning (T-SEL) engages the expertise of faculty to support the youth of color and other vulnerable populations in developing social and cultural awareness and understanding of systemic inequities. The course requires teachers to develop skills to provide culturally responsive instruction that encompasses a more collective, inquiry approach to learning, fostering student action, void, and choice. P. 33

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 project is designed to promote educational equity and adequacy in resources and opportunities for underserved students in middle schools. A Reciprocal Learning Partnership for Equity is a framework to support adults to work together to explicitly identify unequal practices and then construct equity actions to increase access to foster improved student social and academic outcomes. Completing this course awards teachers a micro-credential to allow educators to engage in intentional conversation about the impact of race and cultural identity and to take action to eliminate barriers and increase educational access for middle school students. P. 42

   Weaknesses:

   None are noted.

Reader's Score: 2

Invitational Priority - Invitational Priority
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.
1.
The application is not seeking consideration for the priority.
Strengths:
The application is not seeking consideration for the priority.

Weaknesses:
 Score:
Status:

Last Updated:
Submitted
06/03/2022 03:43 PM