

Technical Review Coversheet

Applicant: University of South Carolina (S336S220053)

Reader #1: *****

Points Possible Points Scored

Questions

Selection Criteria

Quality of Project Design

1. Project Design	30	22
1. Project Evaluation	20	18

Adequacy of Resources

1. Adequacy of Resources	30	22
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Quality of the Project Evaluation

Quality of the Management Plan

1. Management Plan	20	16
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Priority Questions

Competitive Preference Priority

Competitive Preference Priority 1

1. Educator Diversity	4	3
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Competitive Preference Priority 2

1. Diverse Workforce	3	3
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Competitive Preference Priority 3

1. Meeting Student Needs	2	2
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Competitive Preference Priority 4

1. Promoting Equity	2	2
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Invitational Priority

Invitational Priority

1. Grow Your Own	0	0
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Total 111 88

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Technical Review Form

Panel #7 - Panel - 7: 84.336S

Reader #1: *****

Applicant: University of South Carolina (S336S220053)

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 project uses “grow your own” methods to create a residency model for 80 elementary educators in order to adequately respond to teacher shortages (e21).

The applicant demonstrates successful partnerships in 13 elementary schools, six middle schools and five high schools in the state and can utilize the experiences gleaned in these partnerships to effectively leverage instruction in teaching and learning (e25).

The proposed project contains adequate goal for equipping 80 teachers in an 18-month residency model over 5 years. The objective of increasing teacher readiness using an equity based MTSS system and increasing qualified teachers of color is specific, measurable and likely to be accomplished within the timeframe provided (e30-31).

The logic model documents a comprehensive effort to improve teaching and learning and integrates partnerships, competitive priorities, while differentiating between resident, LEA, and student-level outcomes and thus increases the accountability for the success of the project (e28).

The proposed project of mentorship model has extensive research on tiered-prevention models and ties SEL, MTSS, and other frameworks into its proposal, which provide a comprehensive academic and social-emotional framework for students and enable “whole child” practices (e32-33).

The applicant uniquely describes rigorous feedback processes within the mentorship program that in addition to being peer-to-peer (mentor teacher to learning teacher) opportunities, but also contain administrative evaluative input, which further help support the development of resident teachers and mentors (e38-39, e45).

The proposed mentorship program is designed to increase capacity and has the capability of producing meaningful gains beyond the grant with partnership by offering LEAs further PD opportunities through the PDS Network for further enrichment (e45).

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Weaknesses:

While the applicant stresses that teachers of color are important in their research and will target and market to these populations at HBCUs, a selection process for ensuring that quality candidates of color are not adequately specified, nor is there a selection target number for candidates of color within the cohort (e29).

The applicant describes numerous different well-researched models that will be incorporated into their mentorship model, however; too much theory incorporated into the practice can lead to inconsistent implementation (e38).

Reader's Score: 22

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 proposed residency project will employ multiple methods of evaluation (surveys, focus groups, and field notes), which will provide valid and reliable performance data with relevant outcomes useful for analysis (e46).

The applicant describes specific measurable goals involving program participation, preparation, mentor teacher participants, and graduates using MTSS strategies which will effectively lead to the reduction of office referrals and

greater student access to instruction (e48, e50).

An external entity "REM Center" will gather information on certified positions, number of new teachers hired, and areas of highest vacancies in order to inform recruitment for the program and better target districts (e47).

The methods of quantitative evaluation from the REM center are thorough (aligned to South Carolina Teaching Standards and Student Learning Objectives), feasible (observation aligned to a rubric) with the appropriate goal of sharing this information to inform coursework and professional development, which will create greater focus during the residency (e47).

Weaknesses:

It is somewhat confusing as to how the evaluation team will interpret qualitative data from surveys, focus groups, and observations, as it will apply "input from project leaders" and apply a "reliability coefficient." While qualitative data is more subjective, honest feedback from residents need not be reconstituted when responses don't meet evaluative expectations (e46).

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Reader's Score: 18

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

Strengths:

The proposed mentorship project has adequate support of facilities to house the grant management team, appropriate technological equipment, and partnership support resources including educational extension services, which should enable project implementation (e53).

The budget is appropriate and adequate to handle this project and there are matching funds made by all partners, which increases the sustainability of this project (e328-330).

The costs associated with the mentorship project are reasonable as they extend over a five-year period and they are appropriate in consideration for building and equity-based MTSS system and the certification of 80 elementary teachers (e42, e331-332)

Two of the stakeholders are providing significant resources to their residents through offering a living wage or paying the residents a paralegal salary, demonstrating significant commitment to making this program more affordable for the resident and cost effective for the applicant (e57-58).

The relevance of each leadership member of the proposed project is explained and will assist in the success of the project (e60-61).

Weaknesses:

The application does not mention a plan for continuation beyond the life cycle of the grant, and because individual LEAs are dedicating different levels of resources, it calls into question the sustainability of the measures beyond the life cycle of

Reader's Score: 22

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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 proposed mentorship project has adequate support of facilities to house the grant management team, appropriate technological equipment, and partnership support resources including educational extension services, which should enable project implementation (e53).

The budget is appropriate and adequate to handle this project and there are matching funds made by all partners, which increases the sustainability of this project (e328-330).

The costs associated with the mentorship project are reasonable as they extend over a five-year period and they are appropriate in consideration for building and equity-based MTSS system and the certification of 80 elementary teachers (e42, e331-332)

Two of the stakeholders are providing significant resources to their residents through offering a living wage or paying the residents a paralegal salary, demonstrating significant commitment to making this program more affordable for the resident and cost effective for the applicant (e57-58).

The relevance of each leadership member of the proposed project is explained and will assist in the success of the project (e60-61).

Weaknesses:

The application does not mention a plan for continuation beyond the life cycle of the grant, and because individual LEAs are dedicating different levels of resources, it calls into question the sustainability of the measures beyond the life cycle of the grant (e58).

Reader's Score: 16

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

- a) High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of**

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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:

(I) The proposed project proposes increasing diversity by advertising for the program in HBCUs, which should enable the project to meet the goal of increasing educators of color (e29).

(II) The proposed teacher mentorship project has a year of residency in a high-need area, which will improve diversity and increase the likelihood of retaining the educator in a school of high need following the residency (e20).

Weaknesses:

There are not quotas set forth in the application process that would preserve a ratio and reserve selection for candidates of color and historically underserved populations (e16).

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 2

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

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

Strengths:

The project supports a well-prepared and diverse effective educator workforce through practice/evidence-based approaches to develop authentic learning experiences in the classroom (e17).

The applicant uniquely describes the role of a school administrator within their residency model. This not only prepares educators to respond effectively at a school the resident might teach in, but it also helps inform administrators of how to better support a potential future hire (e17-18)

Weaknesses:

None were discovered.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

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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 implements evidence based practices through the usage of an equity-centered MTSS system,

which enables the development of both academic and social emotional of the child (e18).

The project provides extensive SEL goals to be imbedded within the residency model, including data-driven processes, tiered preventions, progress monitoring, and collaborative decision-making. These elements are essential in creating informed academic and behavioral decisions in a school setting (e33).

The project's Logic Model includes the incorporation of the equity-MTSS framework as a core element, which will result in greater school-wide interventions for students, and provide the tools to retain teachers in the workforce. Combining these two elements effectively support both students and teachers creating a "whole-school" approach key to the project's design (e92).

Weaknesses:

None were discovered.

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.

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Strengths:

The project adequately creates a state-aligned equity-centered MTSS plan, which supports "whole-child" approaches for the child and enables greater equitable interventions (e17).

The project demonstrates embedded clinical experiences at LEA sites in order to effectively practice equitable instruction within the system and effectively refine practices of developing teachers (e18).

Weaknesses:

None were discovered.

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 supports the "Grow Your Own" initiatives through recruiting, preparing and developing educators through a

residency model with the explicit intent of the residents becoming educators in a high need school in the applicant's state. This process provides ample support to residents as they develop their capacity to work effectively in high-needs areas (e12, e15).

The applicant is expanding upon a prior "Grow Your Own" initiative (funded by TQP funds), and adapting to different equity needs within the schools of their new LEA partners. Building upon prior success with equity models to meet the individual LEA needs provides greater sustainability of the project (e12, e15).

Weaknesses:

None were discovered.

Reader's Score:

Status:

Last Updated:

0

Submitted 06/06/2022 10:52 AM

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Status: Submitted

Last Updated: 06/03/2022 05:31 PM

Technical Review Coversheet

Applicant: University of South Carolina (S336S220053)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	28
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	18
Quality of the Management Plan		
1. Management Plan	20	17
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		

Invitational Priority**Invitational Priority**

1. Grow Your Own

0

0

Total

111

94

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Technical Review Form**Panel #7 - Panel - 7: 84.336S****Reader #2:** *******Applicant:** University of South Carolina (S336S220053)**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 Scaling Capacity: Developing Residents and Educators Around Equity-Centered (MTSS SC-Dream) project is effectively designed using the Multi-tiered system of supports framework. The applicant demonstrates a strong need for interventions that increases the number and quality of teachers in high-need schools. (Pages e20-e24) The rationale for the proposed project is distinctly supported by the logic model that clearly outlines outputs and outcomes. These efforts clearly improve the quality of the project design and increase the success of the project. (Page e28)

The SC-Dream project design is based on four specifically measurable goals. Each of the goals is supported by measurable objectives and outcomes. Using the specific and measurable goals, objectives, and outcomes ensures that the project progress and success can be measured and provide for continuous improvements. (Page e27 and Page e46-e53)

The project design includes support for developing effective mentor teachers, administrators and partner schools' faculty and staff. This effort provides improved teaching and learning for many students. (Page e57 and Page e15)

The applicant demonstrates the effectiveness of the Multi-Tiered System of Support training to be used to create Student Learning Objectives (SLO) targets that helps to ensure that students' learning improves. (Page e50)

The proposed project reflects several links to up-to-date knowledge from research and effective practice that is integrated into the project design. The "Grow Your Own" model that is part of the recruitment goals of this project is based on the research of Gist and others in 2019. (Page e22)

The applicant demonstrates the effective application of the research of Grossman et.al, 2009, in the intervention that provides for sustained opportunities for teacher candidates to engage in authentic teaching activities in settings similar to their future classrooms. The use of current research and best practices ensures the success of the interventions planned. (Page e26)

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The applicant demonstrates several appropriate procedures for feedback and continuous improvement frameworks. The proposed project is evaluated using an improvement science approach. This approach includes a networked community leadership team that continues to review data from current results and applies those results to effectively implement the interventions. (Page e45 and Page e64)

The proposed project is designed to build capacity and yield results that extend beyond the period of Federal financial assistance by deliberately focusing on training school-based leaders. The proposed project training supports building administrators. These administrators promote teacher professional learning and assist in providing for sustainability of the project interventions. A network of school-based leaders provides an additional layer of support to sustain the goals of the project. (Pages e44-e45)

Weaknesses:

The applicant does not specifically address how rigorous academic standards for students will be addressed. Without that information, it is difficult to determine the extent of support that will be offered in this area. (Page e57)

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 evaluation plan includes valid measures related to academic, social and emotional growth and development using equity-centered MTSS implementation tools. These measures provide validated data regarding how residents and graduates use MTSS strategies effectively within their classrooms and provide reliable data. (page e27 and e48)

Internal consistency reliability coefficient is calculated for survey data. This will produce additional reliability for the survey data collected. (Page e27 and e48)

The applicant demonstrates how the use of an outside evaluation team coordinates with the lead and partner organization to ensure that the four measurable goals are implemented. The evaluation team establishes the impact that the activities have on the teacher residency program. (Pages e45-e53)

The evaluation plan includes thorough, feasible and appropriate methods of evaluation for each of the goals. Those strategies include gathering of data that is both quantitative and qualitative. Demographic information as well as surveys and interviews determine levels of progress. (Pages e45-e53)

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The data collected is formative and summative. Longitudinal data is collected throughout the induction years to explore what changes occur over time and how improvements in strategies can be made. (Pages e45-e53)

Weaknesses:

No weaknesses were found.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

Strengths:

The applicant provides for adequate support including facilities, technology, library resources as well as management leadership. The partner LEA's have also committed to support with facilities and stipends. These efforts ensure that the project is completed within budget. (Pages e53-e54 and Letters of Support)

The applicant demonstrates the adequacy of the budget to meet the needs of the scope of the proposed project. This includes appropriate budgets for travel and supplies. (Pages e55-e56 and Budget Narrative)

The costs of the proposed project in relation to the objectives, design, and potential significance is reasonable. The project provides up to 80 highly qualified, elementary teachers trained through this program. The impact includes continued growth and expansion of residency programs within the state. (Page e56)

The proposed project is based on research-based programming and therefore, the lessons learned from the project could apply in additional settings. (Page e57)

The applicant establishes that the LEA partners have demonstrated a commitment to the project and are in support of the

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program. One of the partners has committed to providing residents a paraprofessional/teacher assistant salary with benefits. This supports the adequacy of the resources available for the successful completion of the project. (Pages e57- 59 and letters of support)

Weaknesses:

The applicant does not provide any details as to the number of students that will be impacted by the work of the residents and graduates. The applicant states that many students will be impacted, but does not give specific numbers. Therefore, it is difficult to determine if the costs are reasonable based on number of students impacted. (Page e57)

The applicant does not clearly demonstrate how the project will continue beyond the length of the grant. The applicant does not substantiate full support by all stakeholders in the project beyond the length of the proposed project. The letters of support give support for the current project but do not provide support after the completion of the grant. (Page e57 and letters of support)

Reader's Score: 18

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 management plan is adequate and sets the guidelines to achieve the objectives of the proposed project on time and within budget. The management plan includes a comprehensive timeline for each year of the project by including major milestones for each session, fall, spring, and summer. (Page e59)

The applicant clearly defines the leadership roles and the responsibilities assigned to teams composed of key personnel. The SC-DREAM Instructional Team which includes College of Education faculty, College of Arts and Science faculty and Center for Equity and Excellence of African American Students (CEEAAS) prepares residents and provides for ongoing professional development for mentors. These teams use effective methods of ensuring that milestones are met within time and budget guidelines. (Pages e61-e62)

The applicant demonstrates some adequate procedures for ensuring feedback and continuous improvement of the operation of the proposed project. A stakeholder advisory committee meets annually and a subgroup of the team meets quarterly. (Page e64)

The applicant demonstrates that the proposed project is evaluated using improvement science methods that assist in

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ensuring effective implementation. (Page e64 and page e319-Letter of Support)

Weaknesses:

The applicant does not provide inclusive information as to what data is shared and which teams will be actively involved in providing feedback to all stakeholders. The leadership team will be meeting bi-monthly to facilitate the project; however, no agenda or sampling of data to be discussed was included in the management plan. Without that information, it is difficult to determine if appropriate feedback for continuous improvement will be provided. (Pages e61-e62)

Reader's Score: 17

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

Strengths:

The applicant clearly demonstrates that to increase educator diversity several experiences and interventions are used within the proposed project to attract, support and graduate underrepresented teacher candidates. The project bases the recruitment of candidates through a "Grow Your Own" approach. (Pages e22-e23)

The proposed plan design includes a measurable goal to diversify the teaching workforce. The plan includes a recruitment team and access to local recruitment events that establish appropriate partnerships. (Page e29)

The proposed project includes a clearly defined resident selection process that helps to ensure the applicants reflect local LEA communities and underrepresented populations. (Page e30)

The applicant clearly demonstrates how the efforts to meet the goal to increase the number of qualified and certified Teachers of Color include appropriate financial and professional support. (Page e30)

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Weaknesses:

No weaknesses found.

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 project is appropriately designed to support a diverse educator workforce and professional growth to strengthen student learning. This is accomplished by providing a practice-based approach to teacher development engaging residents in authentic learning experiences in classroom settings within the schools where the residents will teach. (Pages e16-e17)

The teacher resident experiences are based on collaborative partnership with trained school-based administrators and staff members. This partnership provides for well-prepared and effective educators in schools that serve underserved students. (Pages e16-e17)

Weaknesses:

No weaknesses found.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3**1. Meeting Student Social Emotional, and Academic Needs (Up to 2 points).**

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

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

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

Strengths:

To meet the student social emotional and academic needs of underserved students, the proposed project builds an infrastructure system at the school level for the sustained use of equity-centered MTSS. This system includes training in school-wide positive behavioral interventions and social emotional learning strategies. This helps to foster both a sense of belonging and inclusion for all students served. (Pages e32 and Page e18 and Page e92)

The training and implementing of equity-centered MTSS is a researched-based approach to advance student success if integrated into the clinical learning sites. (Page e92)

Weaknesses:

No weaknesses found.

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 appropriately demonstrates the promotion of equity in student access to educational resources and opportunities by implementing the Equity-based MTSS. Equity-based MTSS provides resources to meet the needs of each student. (Page e17 and Page e92)

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The proposed project uses targeted mentor coaching to assist in reducing disproportional outcomes including a decrease in use of exclusionary practices such as suspensions. (Page e17 and Page e92)

Weaknesses:

No weaknesses found.

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 clearly embodies a Grow Your Own approach to recruitment, preparation, development and retention of high-quality teachers. This effort diversifies the teaching workforce. (Page e17, Page e22 and Page e88)

The proposed project goals and objectives are clearly aligned to the Grow Your Own approach and the need to reduce the number of vacant teaching positions while increasing diversity. (Page e17 and Page e22 and Page e88)

Weaknesses:

No weaknesses found.

Reader's Score:

Status:

Last Updated:

0

Submitted 06/03/2022 05:31 PM

9/28/23 11:33 AM

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Status: Submitted

Last Updated: 06/06/2022 06:19 PM

Technical Review Coversheet

Applicant: University of South Carolina (S336S220053)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	27
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	23
Quality of the Management Plan		
1. Management Plan	20	18
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	3
Competitive Preference Priority 2		
1. Diverse Workforce	3	2

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

97

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Technical Review Form

Panel #7 - Panel - 7: 84.336S

Reader #3: *****

Applicant: University of South Carolina (S336S220053)

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 rationale for SC-DREAM is to create a model residency teaching program that equips teacher candidates and LEAs to meet students' social, emotional, and academic needs through minority recruitment, preparation, development, to retain teachers of color. (e21)
- An effective recruitment plan targets personnel who are not certified and currently working in non-certified positions in partner schools/districts and to four-year college degrees candidates who are not currently working in education. (e29)
- The project shows adequate efforts to improve teaching and academic engagement in safe learning environments. (e28-e29)
- The design reflects up-to-date knowledge with data driven decisions that supports social and emotional learning strategies. (e 28 logic model)
- Innovated performance feedback uses a modified version of rehearsal in methods courses and practice-based opportunities before teachers enter classrooms. (e36)

Weaknesses:

- Funds obtained from TQP will support resident learning and these funds will be managed to ensure benefits for districts, schools, teachers, students, and communities for years beyond the funding period. (e57) As funding ends,

partner LEAs are invited to join the PDS Network to allow for continued development, community, and partnerships (e45) This is a very ambiguous statement and does not provide each LEA responsibility for matching and sustaining the program.

- It is not clear if a strong process is in place that will ensure that students of color will be recruited. A high-grade point average expectation for students could pose limitations for candidates. The logic model on (e.28) describes a “diverse resident level of outcomes” but not the steps that will be taken to participant placement.

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Reader's Score: 27

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:

- Qualified methods of evaluation will provide valid and reliable performance data on relevant outcomes related to implementation and impact using a series of evaluator-developed surveys, focus group protocols, observation protocols, and field notes during networked community meetings. (Page e46)
- To understand both the successes and the need for areas of improvement the project uses implementation validated instruments to collect and analyze data. (e46)
- Three measurable goals with clearly related objectives, outcomes, and evaluation strategies are summarized in the chart (e46) and provide clarity towards expectations for accomplishment. (e45-e53) Each goal and its related objectives, outcomes, and evaluation strategies are strong and relevant to the ultimate success of the grant
- The focused methods of evaluation will provide valid and reliable performance data on relevant outcomes (e45-e46) and is conducted by Research, Evaluation, and Measurement (REM) Center at the University of South Carolina using an improvement science approach, based on measurable goals of the teacher residency program and partnerships. (e45)

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:

- (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.**

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

Strengths:

- There is adequate support for Resident Training and PD as well as facilities that include hybrid modalities, libraries, and technological resources because Partner LEAs have committed to providing space and matching funds for project activities. (e39-e40, Appendix E “Letters of Support”)
- The budget is adequate to support the project as reflected in the budget narrative that considers costs of personnel, evaluation resources, resident stipends, supplies etc.(e56) leading to increased certified elementary teachers in SC.
- There is an adequate “Partner Commitment of Support (e57) in Table 5 with the teams overseeing operations and budget alignment to ensure funds will be managed for the benefits of the districts, schools, teachers, and students. (e57)
- Each partner has committed to matching funds for living wage and committing resources such as facilities. (e58)

Weaknesses:

- Sustainability of the resident training after the grant period ends is ambiguous. The grant states that PDS Network provides an additional layer of support for sustaining SC-DREAM goals and as funding ends, partner LEAs are invited to join the PDS Network to allow for continued development, community, and partnerships. (e44). It is unclear who will join and continue supporting continuation in the future. (e58)

Reader's Score: 23

Selection Criteria - Quality of the Management Plan**1. D. Quality of the Management Plan (20 points)**

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

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

Strengths:

- Table 5 (e58) presents a convincing management plan to achieve the objectives of the project on time and within budget and spans the five-year lifetime of the TQP with the listed roles and responsibilities of SC-Dream project team members (see Table 6 e60) responsible for overseeing the implementation of key aspects of the program. (e60-e61).

Weaknesses:

The management team is purported to use scientific methods and a systems approach “to identify areas for improvement while gaining thorough understandings of the root causes of problems of practice.” (e64). It is unclear from the “Role and Bio” chart (e60) and the “Timeline chart” on (e59) who will oversee collecting and analyzing data to determine progress.

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The charts do not provide detailed responsibilities, dates, and an assessment timeline.

Reader's Score: 18

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:

- Participants can receive a master's degree and full teaching certification licensing within eighteen months thus filling the immediate need for diverse classroom teachers with specific attention on equity centered MTSS framework. (Page e16)
- To increase diverse teacher commitment and financial reliability, participants will be provided with a generous \$25,000 living stipend for 12 months in exchange for an agreement to serve in a high-need school of a partner LEA for no less than three years.(Page e42)

Weaknesses:

- While the equity centered MTSS SC-DREAM support residents and partner LEAs using “a reiterative improvement science approach that attends to academic, behavioral, and social/emotional outcomes”, it remains unclear as to how this will increase teachers of diversity. (Page e34)

Reader's Score: 3

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.

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Strengths:

- To increase recruitment of teachers who come from diverse backgrounds, actions include establishing a recruitment team composed of SC- DREAM personnel and LEA's Human Resources Department partners using advertisements targeting community in partner LEAs via local media, social media and displayed in libraries, community centers, places of worship, and district/school offices. (Page e33)
- An outreach program will concentrate on Historically Black Colleges and Universities, employment centers, and community centers, and state and local organizations who serve African American, immigrant, and Indigenous communities to reach candidates of color. (Page e29)

Weaknesses:

- The focus on equity-centered MTSS pedagogies is integrated across all aspects of SC-DREAM but there is little descriptive information as to how the system will be evaluated or measured. (Page e17)

Reader's Score: 2

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:

- During the one-week summer institute, SC-DREAM residents, mentor teachers, supervisors, administrators, faculty, and partners from CEEAAS will engage in learning experiences focused on equity-centered MTSS ((Page e.34) It is important to the success of the project that all partners have an opportunity to present the important goals and expectations of stakeholders supporting the effort.
- It is important to the initiative that it brings teacher residents together in one place so they find support in each other while engaging in authentic learning experiences that take place in classroom settings within the very schools and communities where new residents will eventually teach. (Page e17) See Table 3 for a schedule of content for the SC-DREAM Summer Institute.

Weaknesses:

No weaknesses found2

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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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 clinical experiences learned in these classrooms will guide and support students who are experiencing mathematical difficulties and will benefit from the extra support and intervention of the mentor and resident teachers. (e16)
- Underserved students are introduced to improved teacher practices and mathematical background acquired by teacher resident recruits. (Page e18)

Weaknesses:

No weaknesses found

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 Grow Your Own initiative is supported through the development of a model residency teaching program that will focus on meeting teacher and students' academic, behavioral, social, and emotional need in high needs districts. (Page e12)
- Research suggests that Grow Your Own programs that recruit qualified teachers from partner communities can significantly increase the racial and ethnic diversity of teacher candidates. (Gist et al., 2019), (Page e29)

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No weaknesses noted

Weaknesses:

Score:

Status:

Last Updated:

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