

# Technical Review Coversheet

**Applicant:** Boston Public Schools (S336S220054)

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

**Points Possible      Points Scored**

## Questions

### Selection Criteria

#### Quality of Project Design

1. Project Design	30	20
1. Project Evaluation	20	17

#### Adequacy of Resources

1. Adequacy of Resources	30	28
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#### Quality of the Project Evaluation

#### Quality of the Management Plan

1. Management Plan	20	17
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## Priority Questions

### Competitive Preference Priority

#### Competitive Preference Priority 1

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

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

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

1. Promoting Equity	2	0
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### Invitational Priority

#### Invitational Priority

1. Grow Your Own	0	0
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**Total**                      111                      85

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## Technical Review Form

**Panel #7 - Panel - 7: 84.336S**

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

**Applicant:** Boston Public Schools (S336S220054)

## 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 proposed plan will increase the number certified teachers of color by offering a program to address Bilingual Special Education in the areas of Spanish, Haitian Creole, Vietnamese, Cabo Verdean Creole, and American sign language in response to the need of the district (e22).

The goals, objectives, and outcomes to be achieved by the proposed project are achieved through specified and measurable recruitment and are designed to attract diverse candidates of color through alternative teaching pathways. By prioritizing diverse candidates it ensures candidates will adequately reflect the communities they serve (e25).

The proposed project reflects extensive up to date knowledge from research on urban residencies, and will provide professional development for teachers that is affordable, accessible, and culturally affirming (e29).

The applicant adequately builds capacity through a residency program that is comprised of 88% candidates of color, 80% paralegals from a prior program, and candidates receiving bilingual and SEL endorsements, and MTEL components in order to adequately respond to the specific needs in their city (e44).

The program comprehensively builds upon existing programming of the applicant's paraprofessional licensing pipeline program (year one) while launching the teacher residency program (years 2-3) with additional years of commitment in the district (4-6). This stabilizes the workforce by providing additional years of commitment to the district (e26).

#### **Weaknesses:**

The applicant biannually convenes its advisory council in order to review findings and make recommendations, however, meeting only twice a year does not seem sufficient given the desired outcomes of the project (e45).

The proposed project is part of a comprehensive effort to improve teaching, however, fewer than half of the new candidates (12 of 35) are enrolled in the bilingual credentialing aims of the program. As a result, it is unlikely that this

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project will grow enough teachers certified in bilingual learning commensurate to the cost of the program (e28).

While the program has a specific and achievable design to increase diverse educators with specific literacy, the program spans six years (1 year of observations, 2 years of coursework, and 4 years of commitment) and produces only 10-15 additional educators per year in hard to credential areas. It is unlikely the applicant will be able to grow teachers in hard to credential areas at a rate that would offset the loss of teachers in those hard to credential areas (e27, e40, e46).

**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:**

There is appropriate post-evaluation. After the project is completed, former residents are interviewed over the principles of racial literacy, decolonization of curriculum, UDL, and trauma informed decision approaches as part of the teacher residency. This post-residency evaluation enables the program to self-reflect on whether project has achieved goals through the lens of the teachers who experienced it (e46, e50).

Evaluative outcomes such as pre and post surveys and interviewing of teachers & mentor teachers twice in the program will inform the quality and provide opportunities to make course correction changes as the program unfolds (Page 35-36).

The project has realistic outcome expectations of 85% of candidates being determined effective and with the same amount being retained from residency to permanency. These outcomes are aligned to project objectives and are sufficiently achievable (Page 38).

The extent of the evaluation is thorough and feasible along a six-year continuum and is likely to produce the desired objectives and outcomes aligned to this project (e52-54).

**Weaknesses:**

The evaluation process contains both effective formal evaluation methodologies, which will produce reliable data, and confusing “quasi-experimental” analyses that are unlikely to produce the desired aims (e47).

The applicant states that 100% of candidates who complete the program will pass state licensure exams. However, there is confusion if that number is a goal that 100% of the residents will pass the examination, or a reflection that those who exit the program will have also passed the examination (e54).

**Reader's Score: 17**

**Selection Criteria - Adequacy of Resources**

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**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 project has obtained support from a variety of sources (MIT, Boston Public Schools, Office of Recruitment, and Eastern Nazarene College), which provide resources necessary to enable the professional development of bilingual teachers of color (e54).

(II) The proposed budget is adequate and gives an itemized breakdown of costs and expenditures over the 5-year duration of the project including non-US department of education funds (e254-268).

(III) The costs are reasonable in relation to the goal of keeping the costs of professional entry for teachers of color and their advancement affordable and accessible (e56).

(IV) The applicant has adequately secured long-term funding streams, which will ensure the project's long-term success beyond the scope of this grant (e56).

(V) The applicant has demonstrated broad support from entities and individuals from the proposed project, which lend to a successful implementation of the project (e56).

**Weaknesses:**

There is confusion between the requested funding amount in the Application for Federal Assistance SF-424 section 18, "estimated funding," (\$664,776.18) and the Budget Narrative "budget summary – U.S. Department of Education Funds" requested funding amount (\$5,991,968.89), which leads to uncertainty of the requested amount for financial aid (e254).

**Reader's Score: 28**

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

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

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

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**(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 outlines the individuals who are responsible for achieving the aims of this project along with their specific duties and the frequency these individuals will meet to ensure the functioning components of the project (e32).

The senior management of the proposed project will meet weekly, which will ensure cohesion in policy making, finances, and curricular decisions (e46).

Curricular consultants of the proposed project will meet monthly, which will be pivotal in providing assistance for the teacher residents in a dual certification pathway (e46).

A concluding formal retreat will be held at the end of each year, for the purpose of analyzing the program milestones. This retreat effectively enables continuous improvement (e47).

The project adequately distributes the responsibilities of the project among four leadership teams (senior management team, steering committee, curriculum design team, and a project evaluation team) which will effectively contribute to the programs ability to achieve its outcomes by mapping out which team is responsible for which outcomes (e57, e61).

#### **Weaknesses:**

A timeline and key milestones are not included in the application, which will lead to an uneven implementation of the project (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**

**Strengths:**

The applicant did not respond to this priority.

**Weaknesses:**

The applicant did not respond to this priority.

**Reader's Score: 0**

**Competitive Preference Priority - Competitive Preference Priority 2**

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

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

**Strengths:**

The project has an adequate aim to increase the number of teachers with dual certifications in English Language Learners and Special Education through an alternative pathway graduate program, which responds to a direct LEA need in those areas (e25).

The project produces candidates with the necessary credentials (MTEL prep, Bilingual Endorsements, and SEI Endorsements) providing ample support to underserved students (e44).

**Weaknesses:**

No weaknesses were discovered.

**Reader's Score: 3**

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

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

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

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

**Strengths:**

The applicant did not respond to this priority.

**Weaknesses:**

The applicant did not respond to this priority.

**Reader's Score: 0**

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

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

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 did not respond to this priority.

**Weaknesses:**

The applicant did not respond to this priority.

**Reader's Score: 0**

**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 did not respond to this priority.

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**Weaknesses:**

The applicant did not respond to this priority.

**Reader's Score:**

**Status:**

**Last Updated:**

**0**

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Status: Submitted

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

**Technical Review Coversheet**

**Applicant:** Boston Public Schools (S336S220054)

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	25
<b>Quality of the Management Plan</b>		
1. Management Plan	20	18
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Educator Diversity	4	0
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	3	3
<b>Competitive Preference Priority 3</b>		
1. Meeting Student Needs	2	0
<b>Competitive Preference Priority 4</b>		
1. Promoting Equity	2	0
<b>Invitational Priority</b>		
<b>Invitational Priority</b>		
1. Grow Your Own	0	0
<b>Total</b>	<b>111</b>	<b>86</b>

## Technical Review Form

Panel #7 - Panel - 7: 84.336S

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

Applicant: Boston Public Schools (S336S220054)

### Questions

#### Selection Criteria - Quality of Project Design

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

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

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

**Strengths:**

The applicant clearly demonstrates the need and rationale for interventions that are necessary to address the issues relating to urban teacher preparation. These include affordability, lack of teachers who understand the problematic confluence of bilingualism and special education, and lack of quality and sustained mentoring and induction. The proposed project meets the identified needs. The concept model for the project includes pathways to affordability, accessibility, and culturally affirming interventions. (Pages e21-e24 and Page e29)

The proposed project's logic model includes appropriate support for the rationale of the proposed project. It includes input from the identified partners, the three major components of the project, and the outcomes. The logic model and rationale ensures the project meets the needs. (Page e31)

The applicant demonstrates the use of measurable goals for the project. Goal 2 is to increase the number of BPS teachers who reflect the linguistic racial, and ethnic diversity of Boston's students through an accessible pathway and supportive programming. Measurable goals ensure that the progress and success can be measured and continuous improvement occurs. (Page e29)

The applicant demonstrates that based on past practice, the Grow Your Own program provides for resilient educators who understand the needs and assets of the children and families of the community. This provides the pathway for improved teaching and learning. (Page e44)

The proposed project design includes appropriate reliance on up-to-date knowledge from research and effective practice. For example, the work of Gooden, A. B. (2021) includes a casebook of inclusive pedagogical practices in second language teacher education. Up-to-date knowledge from research and effective practices ensures that the interventions used based on that research have more opportunity for success. (Page e65)

The proposed project design includes ongoing program reviews that allow project staff to engage in self-examination.

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These are shared at the bi-annual meetings of the Advisory Council. These efforts provide for some appropriate feedback and for support of continuous improvement. (Page e45)

The proposed project design provides for building of capacity that extends beyond the Federal financial assistance. The program is to create a long-term sustainable pathway into the profession of teaching for people of color and bilingual educators. The goals of the program include affordability and accessibility. Those elements continue after the project is completed and support sustainability. (Page e56)

**Weaknesses:**

The project design does not contain specific, measurable objectives. As part of the accessibility goal, an objective is to provide intensive mentoring during school residency. That objective does not include the description of what intensive mentoring is. Therefore, it is difficult to determine how the level of success or progress will be measured. (Page e29 and Page e54)

The applicant does not provide a clear link between the relaunch of the Boston Public School Teacher Pipeline Program (BPSTPP) and the preservice and in-service interventions that will occur. Without a direct alignment, it is difficult to determine which interventions will improve teaching and learning. (Page e44)

The proposed project does not clearly address how the interventions including the pre-service and in-service activities address and support rigorous academic standards for students. (Page e27-e28)



The applicant does not include specific details as to the type of performance data that are to be shared with the Advisory Council. Without that data and information, it is difficult to determine how complete the data will be. (Page e45)

**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 evaluation plan includes summative evaluation processes that provide for valid and reliable performance data on relevant outcomes. Valid and reliable performance data will be used to measure the progress and success of the programming and may provide appropriate data for subsequent projects that are similar. (Page e47-e53)

The evaluation team employs a mixed method research approach. This appropriately includes analysis of the educational and employment outcomes of the teaching residents, satisfaction with the program and alumni perceptions. The instruments used to gather data include surveys, classroom observation results, and self-assessments. The use of these instruments ensures that measurement of progress and success are aligned to the scope and purpose of the project. (Pages e47-e53)

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The evaluation plan is thorough, feasible and appropriate to the goals and outcomes of the program. The goal is to have an increase in the percentage of teachers who pass the state certification exams for licensure. The outcome is to have 100% who complete the program to pass the exams. These efforts will increase the number of effective, certified teachers in high-need schools. (Pages e47-e54)

Formative evaluation appropriately includes interviews of the teaching residents. The data gathered is purposefully used to inform stakeholders on the status of the implementation and the effectiveness of the design. (Pages e47-e54)

#### **Weaknesses:**

No weaknesses 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 lead organization, Boston Public Schools, provides grants management advising. The Boston Public Schools and the partner, Eastern Nazarene College provides supplies each year of the proposed project. These efforts demonstrate some commitment of resources from the lead organization to the proposed project and will lead to the success of the project. (Page e55 and Page e254 of the Budget Narrative)

The budget proposed is adequate to support the costs of the programming and provides for the pipeline programming for teacher residents and mentors. This project provides for a four year professional experience that includes master's degree completion for the participants. These efforts place more effective teachers in classrooms. (Page e55 and Budget Narrative)

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The applicant demonstrates that the resources allotted for the personnel to support the leadership of the project are reasonable and fit the scope of the proposed project. The budget provides, appropriately, for advisory experts, curriculum designers and evaluation measures. The majority of the budget is for personnel and contracted services. These efforts ensure that the project will be completed on time and within budget. (Page e55 and Budget Narrative.)

The applicant demonstrates that the resources for this project are sufficient to provide for a sustainable pathway for professional entry and advancement that is affordable and accessible. To ensure that the project elements continue after the grant period has ended, the applicant proposes to expand fund raising and continued reliance on partnerships to support the efforts. (Pages e55-e56)

The proposed project partnerships are clearly outlined and demonstrate strong commitments from each partner. MIT Teaching Systems Lab provides teaching systems lab technology, program evaluation collection, and evaluation oversight. These efforts ensure the implementation and success of the program. (Page e55 and Letter of Support)

**Weaknesses:**

The applicant does not include specific support such as facilities and equipment. Therefore, it is difficult to determine what facilities and equipment will be accessible to the participants of the proposed project. (Page e55 and Budget narrative)

**Reader's Score: 25**

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

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

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

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

**Strengths:**

The management plan clearly defines the roles and responsibilities of the senior management team members and links these leaders to the milestones. The curriculum design team articulates competency-based modules. This effort ensures that the project elements are completed within budget. (Page e59)

The management plan includes a clearly outlined organizational chart that defines the key relationships within the project. This effort will provide for procedures that ensure feedback and effective communications. (Page e57)

The senior management, project design, and evaluation teams meet weekly at the beginning of the proposed project to ensure smooth functioning of all program components. The curriculum team meets monthly to discuss the needs of the Teacher Residents and make adjustments as needed. These efforts ensure useful feedback channels. (Page e60-e63)

The program staff and the evaluation team meet twice each month to engage in assessing progress of the proposed project elements. This concentrated effort ensures appropriate feedback and continuous improvement. (Page e60-e63)

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**Weaknesses:**

The management plan does not include specific timelines that are linked to the milestones that are outlined. Without specific timelines, it is difficult to determine if the key activities will be accomplished within the appropriate time limits. (Pages e59-e63)

**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:**

The applicant did not respond to this priority.

**Weaknesses:**

N/C

**Reader's Score: 0**

**Competitive Preference Priority - Competitive Preference Priority 2**

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

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

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**Strengths:**

The applicant demonstrates that the focus of the proposed project is to increase the proportion of well-prepared, diverse

and effective educators serving underserved students. This is accomplished by providing an accessible and affordable pipeline for teachers of color to obtain a bilingual special education master's degree program. This effort increases the number of teachers in a shortage area. (Pages e26-e27)

The proposed project provides for continued robust induction support. This effort strengthens student learning. (Pages e26-e27)

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

**Strengths:**

The applicant did not respond to this priority.

**Weaknesses:**

N/A

**Reader's Score:** 0

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

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

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

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

- (1) Early learning programs
- (2) Elementary school.
- (3) Middle school

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- (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 did not respond to this priority.

**Weaknesses:**

Reader's Score: 0

## 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 did not respond to this priority.

**Weaknesses:**

N/A

Reader's Score:

Status:

Last Updated:

0

Submitted 06/03/2022 05:31 PM

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Status: Submitted

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

**Technical Review Coversheet**

Applicant: Boston Public Schools (S336S220054)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	22
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	28
<b>Quality of the Management Plan</b>		
1. Management Plan	20	19

Priority Questions

Competitive Preference Priority

Competitive Preference Priority 1

1. Educator Diversity	4	0
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	3	3
<b>Competitive Preference Priority 3</b>		
1. Meeting Student Needs	2	0
<b>Competitive Preference Priority 4</b>		
1. Promoting Equity	2	0
<b>Invitational Priority</b>		
<b>Invitational Priority</b>		
1. Grow Your Own	0	0
<b>Total</b>	111	92

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## Technical Review Form

**Panel #7 - Panel - 7: 84.336S**

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

**Applicant:** Boston Public Schools (S336S220054)

### 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:

Eastern Nazarene College and Boston Public schools Teacher Pipeline Program have created an adequate five- year residency to attract, support, and sustain teachers of color with advanced degrees for BPS. (Page e33).

The detailed plan is based on current research, and indicates that racial, language and ethnic links between students and their teachers can improve academic outcomes of students of color. (Page e9, e23) The Teacher Pipeline initiative will recruit, prepare, and fund supporting teacher candidates. (Page e8-e23)

The logic model (Page e31) thoroughly depicts the intended inputs, components, and outcomes of the partnership that will lend to a successful implementation.

The applicant demonstrates an understanding of the criterion requirements and offers an extensive residency timeline that guides potential students from pre-service to licensed, professional teacher and a master's degree. (Page e33-e36)

(Figures 6 and 7 shows the trajectory for the ENC/BPSTPP residency timeline and curriculum completion.

The objectives and goals for the program are clear and establishes an affordable graduate program to increase teacher ethnic and bilingual diversity. (Figure 2, Page e26)

The long-term goals are attainable if awarded Federal TQP funding and will support the first three cohorts of residents with strong pedagogy, stipends, and tuition. (Page e55)

**Weaknesses:**

A Project Design is an expensive plan. A total of 3 cohorts, each comprised of 15 teachers, the faculty, and TR Specialists involved will result in just 45 teacher hires at the end of three years.(Page e40).

12 of 35 new candidates who complete bilingual licensure will teach dual language programs in Vietnamese, Chinese, Spanish, Haitian Creole (Kreyol Ayisyen) or Cabo Verdean Creole. The cost is very expensive for what seems to an important accomplishment but with minimal return. (Page e44)

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**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:**

Researchers will conduct a comparative analysis of outcomes of students in traditional teacher preparation programs at Eastern Nazarene College. (Figure 9. Methodology Type for EA critical project component and Set of Outcomes (Page e47)

Strong research analysis is used in summative, formulative and qualitative data collection from multiple interviews with teaching residents, mentor teachers, induction mentors, and resident supervisors. Input from the participants will be used to adjust assessments to ensure program success. (See Figure 8 for the timeline of data collection -Data Sources and Collection: (Page e51)

An innovative coding framework will highlight common themes from assessments of students including course-taking, student teaching experiences, mentoring and program implementation as a guide for improvement of design. (e52) Comparative analysis will allow for assessment of program effectiveness, teacher preparation, and bilingual special education competency. (Page e50)

All aspects of ENC/BPS TPP Teacher Residency progress towards goals, objectives and outcomes and will be tracked through a participant database over the lifetime of the program. Based on qualitative data gathering strategies, these findings will be documented and shared with stakeholders with appropriate changes made if necessary. (Pages e52-e54)

**Weaknesses:**

No weaknesses were 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.**

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:**

Letters of support indicate a strong commitment to the professionalization of teachers of color and the achievement of bilingual special education, including facilities, equipment, and supplies. (Page e235-e251)

Institutions of higher education, the MIT evaluation team, qualified scholars from partner entities and other stakeholders are committed to providing resources as cited on (Page e54-e55) and in the letters of support (Appendix E. Page e235)

The budget is adequate to support the proposed project and costs seem to align with the design and significance of the proposal as cited in the budget detail attachment. (Page e53)

The projected costs for FY23-28 include resources to operate the project beyond the length of the grant (Page e253, Budget Addendum) by drawing on the institutional assets and funding streams of partners at IHEs and LEAs. (Pages e55-56, Pages e253-e254)

**Weaknesses:**

Matching funds cited \$4,455,878.00 in the budget but this does not equal the listed costs and expenses of \$5,991,968.89. (Page e256-Page e58))

It is not clear who is providing equipment. (Page e58)

**Reader's Score: 28**

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

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

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

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

**Strengths:**

The partnership between BPS Teacher Pipeline Programs, Office of Recruitment, Cultivation & Diversity, and Eastern Nazarene College will ensure that the objectives of the proposed project are achieved on time and within budget. (Pages e57-58)

The collaborative project team has the expertise to achieve the project's design and implementation based on experience teaching and researching in K-12 classrooms. (Pages e86-e234 and e236-e251).

The project's timeline is detailed and provides a clear path for project key personnel implementation, duties and

salaries including two full time positions- that of data manager and instruction and design. (Pages e62, e26)

**Weaknesses:**

"Non- Federal Funds- 100% Required Matching Funds" requirement does not list any secured funding towards equipment over the five-year period. (Page e255).



## 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 chose not to respond to this priority.

#### Weaknesses:

N/A

Reader's Score: 0

### Competitive Preference Priority - Competitive Preference Priority 2

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

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

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#### Strengths:

- The anticipated goal to support, train, and provide incentives will result in a greater percentage of BIPOC bilingual special education teachers who will remain teaching in BPS and become future mentor teachers. (Page e31)
- There is a strong financial incentive in that the master's in education will be offered to BPS teachers who complete 12 months training and earn their provisional license including a Shelter in English Immersion (SEI) Endorsement. (Page e31). The addition of a master's degree at no cost to the candidate will result in a significant increase in teacher benefits and retirement.

#### Weaknesses:

There were no weaknesses noted.

Reader's Score: 3

### Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

**Strengths:**

The applicant chose not to respond to this priority.

**Weaknesses:**

N/A

Reader's Score: 0

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

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

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

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

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- (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 chose not to respond to this priority.

**Weaknesses:**

N/A

Reader's Score: 0

**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 did not respond to this priority.

**Weaknesses:**

n/a

**Reader's Score:**

**Status:**

**Last Updated:**

0

Submitted 06/06/2022 06:19 PM

9/28/23 11:33 AM

Status: Submitted

Last Updated: 06/07/2022 12:03 AM

**Technical Review Coversheet**

**Applicant:** Center for Collaborative Education (S336S220056)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	26
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	20
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Educator Diversity	4	4
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	3	3
<b>Competitive Preference Priority 3</b>		
1. Meeting Student Needs	2	2
<b>Competitive Preference Priority 4</b>		
1. Promoting Equity	2	2
<b>Invitational Priority</b>		
<b>Invitational Priority</b>		
1. Grow Your Own	0	0

