Technical Review Coversheet

Applicant: Center for Collaborative Education (S336S220056)

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

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	26
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	20
Quality of the Project Evaluation		
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	97

9/28/23 11:33 AM

Technical Review Form

Panel #3 - Panel - 3: 84.336S

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

Applicant: Center for Collaborative Education (S336S220056)

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:

Overview:

The applicant clearly provided a strong rationale that is supported by the logic model. The rationale also clearly outlines six distinct objectives designed to improve teaching and learning and support rigorous academic standards for students. The project design is thoroughly described and reflects up-to-date knowledge from research and effective practice. A strong plan for building capacity and providing feedback for continuous improvement is noted in the narrative.

i.   The applicant provides a strong rationale that addresses the needs outlined in the narrative and is supported by research on dual enrollment to build interest in education careers during secondary years and career pathways (e27). Additional research that guides the rationale center around the Guided Pathways approach to teacher education where students will receive layered mentoring and curriculum and support services shaped by an anti-racist framework (e27-e28). The logic model provided clearly aligns the inputs, activities, short- mid and long-term outcomes with the goals and objectives of the proposed project (e45).

ii.   The applicant provides evidence of six clearly defined and measurable objectives. Specifically, the applicant will enroll 100 students in the pipeline model program, project participants will persist from one year to the next, pipeline model graduates will attain initial certification and licensure within 1-year of graduation, attain initial certification in a critical shortage area within 1-year of graduation, those entering the teaching profession for the first time will be retained in the following year, and model graduates will be retained for three years after graduation (e30-e31). A clearly outlined table, that matches each goal and objective to the performance measures and annual targets is provided in the narrative (e29-e31).

iii.   By targeting the community colleges in the state, the applicant will help to train educators to meet the overwhelming demands of the critical teacher shortage in the state (e31). This will offer a comprehensive effort to improve learning.

iv.   Strong evidence of a project design that reflects up-to-date knowledge from research and effective practice is noted in the narrative. For example, the applicant will use guided pathways to support 40 community colleges (e32-e33). This program will include leveraging k12 partnerships and career communities. Additionally, the applicant will employ the collective ownership model with enhanced advisory mentorship (e34).

v.   The applicant will form a project steering committee comprised of representatives from each of the community colleges and school district to ensure they address performance feedback and continuous improvement (e34). The committee will meet quarterly and review data, assess project progress and make formative adjustments as appropriate (e34-e35).

vi.   Through the proposed pipeline model, the applicant anticipates establishing a GYO pipeline program with proven support services that can be sufficiently retained. They clearly anticipate that 100 teachers will be trained and prepared to enter jobs in the respective school districts, providing appropriate long-term capacity-building impact (e35).

Weaknesses:

i. None noted

ii. None noted

iii. More detail is needed to describe how the proposed plan will support rigorous academic standards for students. What programing will be provided for participants that will ensure they are equipped with developing rigorous curriculum and preparing their students to achieve high standards? (4 points not awarded).

iv. None noted

v.   None noted

vi. None noted

Reader's Score: 26

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

Overview:
The applicant provides a strong evaluation plan that includes hiring a reputable evaluation consulting firm and the collection of valid and reliable data that are clearly aligned to goals and objectives of the proposed project. The methods of evaluation are clearly specified and appropriate. They are also thorough, feasible, and appropriate to the goals, objectives and outcomes described in the narrative.

i.   An external evaluation company will assist with the evaluation plan for the proposed project. They will appropriately collect valid and reliable data including both quantitative and qualitative measures. Data points are also clearly mapped to the objectives described in the narrative. Details are clearly outlined in a table in the narrative (e37-e42).

ii.   The mixed-methods evaluation plan described provides solid evidence that the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. Specifically, the applicant will collect and analyze quantitative data on the GRPA, HEA, the project performance measures, and on the goals and objectives using archival data from the project and its partners (e42). They will also collect and analyze qualitative data, such as document reviews of project materials (e.g., informational documents, project tools, and syllabi) and interviews with interested parties and collaborators, such as project staff, students, mentors, and community college and university faculty and administrators, to explicate quantitative findings (e43).

Weaknesses:
i.   None noted
ii.   None noted

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

Strengths:

Overview:

The applicant provides evidence that they have support including facilities, equipment, supplies, and other resources from the applicant organization. In addition, the applicant provides evidence of a sound, reasonable budget in relation to the project expenditures and needs. However, the applicant needs more details on budget items. Also, the applicant clearly demonstrates they have resources and partnerships to operate the project after the end of the grant.

i.   The applicant shared a broad network of partner school districts, and community colleges to implement this program(e46-50). For example, district partners will commit to hiring community college teaching exploration students (e48). Community colleges' resources will also be used to share their expertise in the teacher education program.

ii.   The application clearly described an outlined budget that will be adequate to support the proposed project. The applicant dictates that this project will build capacity that can continue after the project ends. Budget mainly includes personnel, travel, and trainings with line items in continuation for five years (e117-e123).

iii.   The applicant shows some evidence that some of the costs are reasonable with program design. For example, the applicant will engage the needed population to have a profound impact on students' success (e117-e127).

iv.   The applicant described how the organization can be trusted to effectively manage and close out this grant as requested. The Grow Your Own Pipeline will then in turn create long term results (e51).

v.   The applicant strongly shared clear evidence of how each partner's roles and responsibilities. Table 14 gives in depth contexts to those roles (e52-53). For example, school community college partners will establish articulation pathways into universities and support students in teacher exploration placement.

Weaknesses:

i.   To fully assess the additional resources, such as facilities, supplies, etc., the narrative does not share how those resources will be allocated or used (3 points not awarded).
ii.   None noted
iii.   Some of the budget costs appear unreasonable. For example, the contractual portion appears excessive at $696,690.00, including $180,000 for a videographer and an additional $90,000 for marketing and design and $40,000 for recruitment (e130). These amounts for these items appear to be for the same tasks, therefore it is unclear why the costs are so large (e117-e127) (2 points not awarded).
iv.   There were no details sharing how the project will be sustained after the 5-year grant period. The applicant also failed to provide a multi-year financial and operating model and plan for sustainability (5 points not awarded).
v.   None noted.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

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

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

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

   Strengths:
   Overview:

   The applicant provides an adequate management plan to accomplish project goals, objectives, responsible parties, and milestones for completed tasks. There is strong evidence that there will be systems in place to ensure feedback and continuous improvement by having a Project Leadership Team and milestones.

   i.   The applicant shows strong and clear evidence that the management to lead this project and facilitate this program and all its partners. The leadership team will include senior personnel that will include a principal investigator, and project director. This team will oversee daily operations and high-level guidance to the project's team.

ii.   The applicant shows strong and clear evidence that feedback and continuous improvement will be at the forefront of this project. The narrative shares that CCE will partner with WesEd to conduct a mixed-method,

comprehensive evaluation plan (e57). Data will be shared with all partners and the proposed evaluation plan will be feasible and appropriate to goals, objectives, and outcomes.

Weaknesses:

i.   None noted

ii.   None noted

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

   Strengths:

   Overview:

   The applicant provides adequate evidence of a program that is designed to reforms 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.

   a.   The applicant strongly communicates it will create a pipeline model that will serve four minority-serving and Hispanic servicing community colleges. Through the pipeline model will support diverse population to hire individuals that will have shared life experiences as the students the serve.

   b.   The applicant provides strong evidence of the percentage of underrepresented minorities schools (e20). Adequate evidence of a program that will reform a teacher education program by improving the diversity of teacher candidates is provided in the narrative. For example, the applicant specifies emphasis on preparing, supporting, and retaining diverse teacher candidates of male teachers of color (e17).

   Weaknesses:

   a.   None noted
   b.   None noted

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

   Strengths:

   Overview:

   The applicant provides clear evidence in the narrative of a proposed project that is designed to increase the proportion of well-prepared, diverse and effective educator serving students, with a focus on increasing the number of teachers that are certified and teaching in their field.

   The applicant gave clear evidence of the proposed project will address CPP 2 by focusing on the preparation of teachers in the shortage areas designated by partners. This pipeline model will include partners that will organically generate highly qualified graduates with skills to support student growth (e21).

   Weaknesses:

   None 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:

   Overview:

   The applicant clearly provides a proposed project that will foster a sense of belonging and inclusion for underserved students. The proposed plan will appropriately implement evidenced-based practices for advancing student success for underserved students.

   a.   The applicant provides strong and clear evidence that the pipeline model will recruit and empower those in traditionally white spaces to break down those engrained structures (e21).

   b.   The instructional approach will incorporate trauma informed pedagogy and social-emotional learning standards (e22).

   Weaknesses:
   a.   None noted
   b.   None noted

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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

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

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

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

Strengths:

The applicant shared a specific targeted population for the proposed project. In addition, they have examined the sources of inequities that could be used to develop the project and insure appropriate pedagogical practices would be included.

a. Clear evidence is provided that CPP4 will be addressing inequities by recruiting and enroll students from underserved school districts and minority-serving community colleges.

b. Strong evidence supports that pre-collegiate career exploration and access to dual enrollment will change secondary education option for participants and empower college students to enter the teaching profession (e22).

Weaknesses:

a. None noted

b. None noted

Reader's Score: 2

Invitational Priority - Invitational Priority

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

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

Strengths:

Overview:
A grow your own program is clearly described in the narrative that is designed to address the shortages of teachers in the high-needs schools described as the target population. It will also clearly increase the diversity of qualified individuals entering the education workforce.

The proposed project builds upon the CPTP program by creating a complete career pathway track that increases awareness of teaching careers in high school and recruits promising high school students to participate in dual enrollment courses to begin the pathway early, as well as community college students in majors such as child development, liberal arts, education, ethnic studies, health and human services, math, science, social sciences, and world languages. It also provides current school district staff with a streamlined pathway to obtaining a standard teaching credential. After completing the dual enrollment courses, students will enter a 2+2 pathway that bridges community college and university teacher preparation programs (e22). The proposed program will be locally available and will recruit students from within each district to pursue teacher preparation training with the ultimate goal to return these students back to their own district as classroom teachers (e22).

Weaknesses:

None noted

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Technical Review Coversheet

Applicant: Center for Collaborative Education (S336S220056)
Reader #2:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	26
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	22
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0

Technical Review Form

Panel #3 - Panel - 3: 84.336S

Reader #2:   **********
Applicant: Center for Collaborative Education (S336S220056)

Questions

Selection Criteria - Quality of Project Design

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

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

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

Strengths:

(i)   Table 5 provides evidence that Latinx is the most underrepresented group of teachers while Table 7 displays
Latinx students by enrollment per district. This supports the rationale for the proposed project (page e26 and e29). The
district had plans to hire 2,389 full-time positions requiring a professional credential, yet by July 29, 2021, only 2,000 had
been filled. This number of vacancies would have meant the district would start the school year with 479 classrooms
staffed by substitute teachers (e27).
(ii)   The Pipeline Model Project has established goals, objectives, and outcomes that are clearly specified
and measurable (page e29-e31).
(iii)   The project utilizes guided pathways and community college students are more likely to complete a degree in a
timely fashion if they choose a program and develop an academic plan early, have a clear roadmap of courses they need
to take, and receive the guidance and support needed to help them stay on-track (page e32)
(iv)   Table 10 provides evidence of the Grow Your Own impact (page e33). The project is grounded in the Collective
Ownership Model which is critical for creation of a sustainable model that will effectively produce a diverse cohort of
teachers to fill critical shortage areas (page e34).
(v)   A project steering committee with representatives from the community college and school district will meet
quarterly to review data, assess project progress, and make adjustment demonstrating performance feedback and
continuous improvements as being integral to the design (page e34).
(vi)   100 new teachers will be trained through the program and prepared to enter jobs in their respective school
districts. 75% are expected to pursue licensure in a critical shortage area. The long-term capacity-building impact of this
project is substantial as it will generate a pool of new teachers and establish a sustainable GYO approach to recruiting
new teachers in the future (page e35).

Weaknesses:

(iii)   The project will support improvement in teaching and learning by tapping the 2.1 million students enrolled in
California's community colleges and 69% of their students have diverse racial or ethnic backgrounds, but lacks
information on the projects support of rigorous academic standards for students (Page e31).

Reader's Score: 26

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

(i)   WestEd will serve as an external evaluator of the pipeline model project. The team has been involved in efforts to improve real-time data collection and analysis that supports rapid-cycle feedback to program designers and their stakeholders (page e35). The evaluation will be a quasi-experimental design to assess the effects of CPTP on student academic outcomes and a mixed methods to assess how CPTP assesses the varying interest and needs of its students (page e36-e37).

(ii)   The project will employ valid and reliable performance data for each of the relevant outcomes of the project. The evaluation methods will enable us to determine the extent to which the project attains each of its outcomes (page e37). Table 11, Table 12, and Table 13 describe the methods of evaluation which are appropriate to the goals, objectives, and outcomes of the proposed project (page e37-e42). For the duration of the grant period, WestEd will provide annual summaries of the quantitative outcome measures, which will ensure timely completion of the federal Annual Performance Reports. We will also participate in the project management team meetings and provide quarterly updates on interim evaluation findings to support program decision making about design, implementation, and improvement in a variety of formats, such as oral presentations, data displays, and memos (page e43).

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

Strengths:

(i)   CCE is currently the lead organization on a SEED grant funded through the U.S. Department of Education titled Community Partnerships for Teacher Pipeline Project8 created the foundation for this pre-baccalaureate, Grow Your Own model that bridges the education pipeline from high school through a community college and university 2+2 degree map. CCE has established deep connections to high-need school districts in southern Los Angeles, has an available learning management system to track teaching exploration, educational program plans, program success, professional development participation, and e-portfolios demonstrating adequacy of support for the proposed project (page e46-e47). CCE has secured a 100% match for the 10 million requested total budget (page e50).

(ii)   CCE is experienced with grant project management, close-out, and sustainability (page e51)

(iii)   The budget is adequate on a number of pieces as being reasonable (page e116).

(Iv) The summative evaluation process will include analysis of effective practices that led to improved diversity, student success, and transition into the teaching profession. Ineffective practices will not be sustained, allowing the districts and community colleges to concentrate their resources on high-impact interventions that support a sustainable and effective pre-baccalaureate Grow-Your-Own pipeline Page e51) . The Logic Model shows outcomes that are long-term and demonstrates it has the resources to operate the project beyond the length of the grant (page e45).

(v) Letters of Commitment from the partnering high schools and community colleges and Table 14 Partner Roles and commitments, demonstrate commitment of each partner in the proposed project to the implementation and success of the project (page e52-53, e71-e74).

Weaknesses:

(i)   Unclear as to who will be providing the facilities, resources, and supplies as it is not described in the narrative (page e46-e47).

(iii)   The Budget Summary supports the projects but is unclear on the need for some of the expenses which seem high or unreasonable. $20,000 for guest speakers, $90,000 for marketing design and recruitment materials while also requesting $40,200 annually to cover recruitment materials and recruitment events and $180,000 for a videographer. These costs do not seem reasonable in relation to the objectives, design, and potential significance of the proposed project (page e116)

(iv)   Without details on how the project will be sustained, and a lack of a multi-year operating model with a plan it is difficult to understand how this will be sustained beyond the length of the grant (page e45).

Reader's Score: 22

Selection Criteria - Quality of the Management Plan

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

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

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

Strengths:

(i)Table 16 Project Milestones justifies achieving the proposed project objectives with milestones, clearly defined responsibilities, and a timeline (page e55-e56). Table 15 Project Leadership Team-Senior Personnel gives the individuals, roles, and contribution to the project supporting clearly defined responsibilities (page e54-e55).

(ii) A steering committee will meet monthly during the start-up and quarterly through the reminder of the project to give all partners a voice in the project implementation and management processes, as well as formative adjustments (page e55). The Collective Ownership Model provides an effective and efficient framework that includes extensive feedback loop (page e57).

Weaknesses:

No weaknesses noted

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

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

Strengths:

(b)   CCE has designed a pre-baccalaureate teacher preparation program that will recruit promising high school dual-enrollment that bridges and aligns programs to produce diverse teachers for critical shortage areas in four independent school districts, listed in Table 1 (page e14). Participants who complete the entire 2+2 pathway will exit the program with a preliminary California teaching certificate. Following the two-year induction program, participants will have met the requirements for a Clear Credential (Page e15). This educational pathway will include course content grounded in evidence based practices, universal design of learning (UDL), and emergent research on teaching and learning with a specific emphasis on preparing teachers for STEM and special education classrooms. (Page e15).

Weaknesses:

No weaknesses noted

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

   Strengths:

   •   The Grow Your Own program will include four high-minority school districts and four minority-serving community colleges (page e21).
   •   The Enhanced Advisory Mentorship and robust clinical experiences will generate highly qualified graduates with the necessary skills to effectively support student growth and development (page e21).

   Weaknesses:

   No weaknesses noted

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

   Strengths:

- The anti-racist framework (Figure 1) will be used to establish the pipeline model to empower these individuals to enter the traditionally white spaces of education and break down engrained structures of privilege and oppression (page e18, e21).
- Instruction will incorporate trauma-informed pedagogy and social-emotional learning standards (page e21).

Weaknesses:

No weaknesses noted

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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

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

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

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

   Strengths:

   - This pipeline model will specifically recruit and enroll students from underserved school districts and minority- serving community colleges (page e22).
   - This model will harness the large population of community college students who are traditionally underrepresented in teacher preparation programs, advancing equity and access to educational resources (page e22).

   Weaknesses:

   No weaknesses noted

Reader's Score: 2

Invitational Priority - Invitational Priority

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

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

   Strengths:

   - This Grow Your Own model will recruit students from within each district to pursue teacher preparation training with the ultimate goal to return these students back to their own district as classroom teachers (page e22-e23).

   Weaknesses:

   No weaknesses noted

   0

Submitted 06/06/2022 11:38 PM

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Last Updated: 06/07/2022 09:09 PM

Technical Review Coversheet

Applicant: Center for Collaborative Education (S336S220056)
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	22
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	100

Technical Review Form

Panel #3 - Panel - 3: 84.336S

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

Applicant: Center for Collaborative Education (S336S220056)

Questions

Selection Criteria - Quality of Project Design

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

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

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

   Strengths:

   (i) The proposed partnership between CCE and the community colleges will lead to an expanded pool of well-prepared and diverse teacher candidates in southern California by designing and implementing the Collective Grow Your Own pre-baccalaureate program. (pg. e23) 5

   (ii) The objectives, measures, and desired outcomes for the Collective GYO will demonstrate the impact of the program by generating a robust/exhaustive set of effectiveness data such as student enrollment rates, graduation rate, and others (pg. e30) 5

   (iii) The proposed GYO strategy will improve teaching and learning by forging alliances with an already existing structure with an untapped pool of students who fit the profile thus allowing this group to experience additional learning through the GYO program. (pg. e31) 5

   (iv) The design of the proposed project is supported by evidence-based practices such as Grow Your Own and Guided Pathways programs. (pgs. e31-e32) 5

   (v) The program performance feedback and continuous improvement will demonstrate levels of effectiveness by providing quarterly cycles of program data from the various data source embedded in the program. (pg. e34) 5

   (vi) The proposed project will sustain beyond the period of Federal financial assistance by developing a pool of new teachers and establishing a sustainable recruitment process. (pg. e35) 2

   Weaknesses:

   (vi) The sustainability plan lacks clarity around the financial model

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:

(i) The evaluation strategy will provide adequately valid and reliable performance data on relevant outcomes by collecting and monitoring data that is clearly aligned to the program desired outcomes, such as student learning and graduate demographic data, on formative and summative cycles. (pg. e40) 10

(i) The evaluation strategy will prove to be quite feasible and appropriate by directly aligning the timeline (such as annual summaries) and the data collection process with the identified objectives, measures and desired outcomes of the proposed project. (pg. e43) 10

Weaknesses:

No weaknesses

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

Strengths:

(i) The various supports stem from each of the partner organizations, which suggests exemplary capacity for the proposed program to be implemented with fidelity. (pgs. e46-e50) 6

(ii) The expenditures outlined in the proposed project's budget suggests fiscal capacity to adequately implement the proposed project given the strength of the partnerships and the ability to match the $10,000,000 request. (pg. e50) 6

(iii) The proposed project costs for the identified personnel are reasonable given that the intended impact of the program includes sustainable efforts with the four community colleges. (pg. e50). 2

(iv) The applicant demonstrates adequate capacity to operate the project beyond the life of the grant by the established partnerships and commitments. (pgs. e47-e51) 2

(v) The proposed finances and resources offered from the partners demonstrate an exemplar level of relevance and commitment. (pgs. e52-53). The applicant letters of support. (pgs. e71-e75) 6

Weaknesses:

(iv) No multiyear financial model presented.

Reader's Score: 22

Selection Criteria - Quality of the Management Plan

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

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

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

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

Strengths:

(i) The use of the Collective GYO project steering committee to manage project activity related to the launch of the program and other implementation processes will provide an adequate approach to project oversight and management. Monthly meetings of this team provide a forum for monitoring progress and assessing the effectiveness of major project tasks (p. e55). Qualifications are included for key project managers and personnel to provide evidence of leadership and expertise needed to oversee the implementation of proposed project tasks (p. e54-e55). A TQP Management timeline provides a scope in carrying out the objectives of the proposed project on time. 10

(ii) The project will develop a culture around feedback and continuous improvement by working with WestEd to lead the evaluation and data review process and structures. (pgs. e57-e58) 10

Weaknesses:

No weaknesses

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

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

Strengths:

The proposed project will increase the diversity of the teaching pool by creating teacher pipelines at four minority-serving and Hispanic-serving community colleges (pg. e20)

Weaknesses:

No weaknesses

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

points).

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

Strengths:

The proposed project will increase the diversity of the teaching pool by establishing a GYO programs. (pgs. e21)

Weaknesses:

No weaknesses

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

   ### Strengths:

   The proposed project will improve the students' social, emotional, academic and career development by empowering students to breakdown engrained structures of privilege and oppression. (pg. e21)

   ### Weaknesses:

   No weaknesses

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.**

The proposed project will promote educational equity by accessing the large population of community college student and traditionally underrepresented in teacher preparation programs. (pg. e22)
Strengths:

No weaknesses
Weaknesses:
Reader's Score: 2

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

Projects that establish Grow Your Own programs that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.
1.
The proposed project will increase the number of students who enter the teacher education with an emphasis on building upon the CPTP by implementing the Collective GYO program. (pg. e22)
Strengths:

No weakness
Weaknesses:
 Score:
Status:

Last Updated:
Submitted