Technical Review Coversheet

Applicant: Georgia State University Research Foundation, Inc. (S336S220070)

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

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	26
Quality of the Project Evaluation		
Quality of the Management Plan		
1. Management Plan	20	18
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	105

9/28/23 11:33 AM

Technical Review Form

Panel #9 - Panel - 9: 84.336S

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

Applicant: Georgia State University Research Foundation, Inc. (S336S220070)

Questions

Selection Criteria - Quality of Project Design

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

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

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

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

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

(iv)   The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
(v)   The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
(vi)   The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Strengths:

(i)   The applicant provides a rationale supported by evidence-based research that maintaining a strong teaching workforce, retention and viable pathways remains a challenge for the education field nationwide. (Sutcher, et al., 2016) (e 18)

(ii)   There are 9 program goals with measurable objectives to coordinate activities and services that will target project outcomes. The goals identified focus on specific elements that will address specific objectives that will be tracked for evaluation. For example, goal 1 is to increase the pool of highly qualified diverse teachers and leaders in urban and rural schools are specifically addressed by three objectives identifying how the applicant will meet the goal. (e 23)

(iii)   The proposed project, PROPEL, focuses on a plan to improve teaching and learning, with strategies and services that support evidence-based methodologies. (e 68)

(iv)   The proposed project provides an extensive account of evidence-based research and practices and knowledge of the needs of the target area. For example, the use of the Knowledge Arts model (Perkins, et al., 2004), Teacher-Intern Professor (TIP) groups (Curlette, et al., 2014), and other relevant research is included. (e 38-39) (e39)

(v)   The applicant describes how the program staff and stakeholders will gather data and knowledge about the program progress and in a cycle of continuous improvement that will provide ongoing assessments to refine the design. (e 39)

(vi)   The proposed program will build capacity by establishing pathways to support excellence and preparation by developing skills that will increase retention of teachers and leaders in the field of education to serve students in high-need schools in the target area. (e 67)

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

(i)   The proposal includes an evaluation plan that utilizes summative and formative assessments of the PROPEL project, necessary to measure validity and reliability. The applicant will use a quasi-experimental study that will provide valid and reliable data with focused research questions. (e38)

(ii)   The applicant includes a Logic Model that guides the foundation for the program design, evaluation, and program findings. The proposal contains the appropriate measurable objectives that will lead to the desired program outcomes. are included. The applicant will conduct formative and summative evaluations that contain quantitative and qualitative data, addressing the key elements delineated on the program objectives proposed by the applicant. (e 37-53) (e 38)

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)   N/A
(ii)   The applicant proposes a budget of $19,331.499for the five-year period and the corresponding cost share. The budget match requirement is addressed, and the budget line items are allocated to program development and delivery at the target high-need schools. (e 326, 354)
(iii)   The costs are described and support high-quality strategies that will enhance the curriculum and services for access. (e 55)
(iv)   N/A
(v)   The proposed project is relevant to the needs of the target population experiencing a shortage of qualified and certified teachers in areas of high need. The low retention rates of teachers and principals is an indication of practices and reform of strategies and approaches to address this critical need. (Abstract)

Weaknesses:

The proposal does not indicate how the institution will support this program with specific areas and services, more details are needed to describe what will be provided and the commitment from relevant academic and support units to support program services. Information is not documented to demonstrate that it has the resources to commit beyond the duration of federal funding.

Reader's Score: 26

Selection Criteria - Quality of the Management Plan

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

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

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

Strengths:

(i)   The management plan is provided with activities addressing program objectives, milestones, and the staff responsible for delivery of services. Planning activities are listed, and tasks are identified with specific activities and the expected outcomes. (e61)
(ii)   The applicant describes the commitment to include continuous improvement processes and assessments are in place to ensure that any needed modifications can be identified and efficiently identified to produce the desired outcomes. (e 39, 62)

Weaknesses:

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

Reader's Score: 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:

    (a)   The proposed PROPEL program includes partnerships with Georgia State University and Fort Valley State University, a historically Black university (HBCU) where 100% of education majors passed the state certification exam in 2017 and 90% find employment within one month of graduation, indicating the high quality, comprehensive teacher preparation programs. The proposal will recruit and provide guidance to 300 high school students with an interest in the teaching profession and individuals from underrepresented groups to teach in high need partnerships schools. (e 64)
    (b)   The project is designed to address the teacher and leader shortages in rural and urban high need schools and work with IHEs and LEAs to recruit qualified individuals in various fields that will reflect the demographics of the district populations, improve the quality of teacher residents, in-service teachers, and education leaders to expand access to high quality professional development. (e 64)

    Weaknesses:

    No weaknesses noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

    Strengths:

    The applicant meets this Competitive Preference Priority by proposing a project to support and recruit a diverse workforce, including incoming postsecondary students to strengthen the need to recruit qualified teachers, promote student learning into education programs, and also recruiting and including other qualified individuals from diverse backgrounds in the target population, from other fields to access academic programs in the field of education. (e 64)

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

   Strengths:

   The applicant meets this Competitive Preference Priority by providing resources focusing on Social Emotional and Academic skills, such as coping skills, mindful habits, positive interpersonal relationships, career skills and de-escalation methods. The program team will work with teacher residents, in-service staff and educational leaders on trauma-informed care (TIC), stress management for students and adults. The activities are supported by evidence-based research. (e65)

   Weaknesses:

   No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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

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

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

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

   Strengths:

   The applicant addresses this Competitive Preference Priority appropriately with significant elements to address inequity challenges and implementation of restorative and responsive practices. The Teacher Residence experience allows for real classroom experience to engage, analyze, reflect, and respond to sources and inadequacies in education.

   Weaknesses:

   No weaknesses noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

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

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

Strengths:

The applicant addresses this Invitational Priority by refining or developing multiple pathways to increase the number of qualified teachers from diverse backgrounds to serve high need schools with a shortage of educators in the areas of need such as languages other than English, special education, STEM fields, and others. Teacher career recruitment that will provide for various points of entry to programs to encourage and recruit, strengthen, and support quality programs addressing the needs of a diverse high need student population. (e 66)

Weaknesses:

No weaknesses noted.

Reader's Score:

Status:
Last Updated:

0

Submitted 06/07/2022 01:43 PM

Status: Submitted
Last Updated: 06/03/2022 03:40 PM

Technical Review Coversheet

Applicant: Georgia State University Research Foundation, Inc. (S336S220070)
Reader #3:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	26
Quality of the Management Plan		
1. Management Plan	20	16

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	103

Technical Review Form

Panel #9 - Panel - 9: 84.336S

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

Applicant: Georgia State University Research Foundation, Inc. (S336S220070)

Questions

Selection Criteria - Quality of Project Design

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

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

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

   Strengths:

   (i)   The proposed project demonstrates a rationale focused on identifying the need and issue for maintaining a strong workforce in our schools and a viable pathway towards the profession. The Partnership for Residency Opportunities for Paraprofessionals, Educators, and Leaders Project creates multiple pathways to address the identified need. A concise Logic Model defines the situation, and the proposed initiative's mission and goal are aligned to inputs, activities, program participants, and short- and long-term goals. Program partners are specified to include the target area's lead university, urban, suburban, and rural public schools. The situation is defined by identifying the need for highly qualified teachers in high needs content areas of math, science, special education, and ESOL in Georgia. The long-term outcomes focus on addressing the need for the retention of former residents in the program to serve as teachers o high need content areas in high-needs schools and engage youth in STEM awareness and learning careers. The long-term

outcome of the program is aimed to serve as a model to improve teaching and learning through research-based teacher and leader preparation and partnerships among universities in teacher and school leader preparation and the local public school. P. 88

(ii)   The application narrates a program design specifying program goals, measurable objectives, and outcomes to be achieved by the proposed project. Nine program goals are specified, each aligned to a measurable objective and a time frame. For example, a program goal is to increase highly qualified, diverse teachers in high needs areas in urban and rural schools through recruitment, preparation, and preparation program to increase student achievement in the target area schools. A significant goal is focused on developing a critical friendship community to support teacher residents and mentors. An objective identifies providing and mentoring to support teacher candidates in the area schools. The program is designed to implement services and resources to create a pipeline of high-quality mentor teachers to support teacher candidates in the partner districts. P. 89-91.

(iii)   The proposed project is a residency design focused on serving as a model for collaborative discussion of accomplishment, challenges, and outcomes at local, state and national levels. The program model is scheduled to be disseminated beginning with local communities and expanding to an international consortium. Statewide dissemination is identified to focus on the Georgia Educational Research Association, on and the Georgia Science Teachers Association and publication in student and faculty research in peer review journals focused on serving as part of a comprehensive

effort to improve teaching and learning and support rigorous academic standards for students._. P. 26, 42

(iv)   The proposed project's design reflects up-to-date knowledge from research and effective practice, spanning a program design framed in pedagogical approaches reflecting high leverage practices supported by inquiry and formative assessment in teachers' instruction using Anchor Action Research in classroom assessments. The program work plan is identified as building on the research-based Knowledge Arts Model, providing strong clinical research-based for the model. P. 38

Weaknesses:

None are noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

(i)   The evaluation methods provide valid and reliable performance data on relevant outcomes. The application implements the Context, Text, Input, Process, and Product (CIPP) Model of Program Evaluation using a mixed-method approach to meet its multiple purposes. An Evaluation Team is referenced to conduct formative and summative evaluations. The knowledge Arts Model is an action research plan for a quasi-experimental study for comparison. It is specified that all quantitative evaluations employ What Works Clearinghouse standards through matched comparison classrooms to treatment classrooms. A Qualitative approach is defined as research-based and includes contact e collection of data from various stakeholders in determining the meaning of the program progress P. 40 - 43

(ii)   The application narrates methods of evaluation that are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The CIPP Model of Program Evaluation and the Logic Model will serve the team to guide and implement a mixed-method approach. The Logic Plan serves to link activities with the outcomes to demonstrate moderate evidence of effectiveness. Quantitative evaluation methods are detailed to match the classroom approach to the assessment of curriculum and achievement levels and the ARR approach with a quasi-experimental design and meta-analysis. The program goals are aligned to the specific GPRA performance measures and detailed in specifying each and aligning each to a data source for assessment, an indicator, the target, the timeline, and the person responsible. The Grant Application Form for Program Objectives and Performance Measures identifies each GRPA Indicator Performance Measure for program assessment. The GPRA Indicator Performance Measure structure pulsation focused on progress toward staff certification/licensure, teacher shortage graduation, program persistence, employment, retention, and efficiency in federal cost per program completer. P. 46-47, 370

Weaknesses:

None are 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)   The proposed program asserts the program leverages the resources of four primary partners with years of experience in physical and pedagogical resources committed to addressing the problem of teacher shortage in high-needs academic fields of content to -provide high-quality education to students in high-needs schools. Two universities and two school districts are partnering, dedicated to supporting an adequate scope of resources for the program. The lead applicant, the Georgia State University College of Education and Human Development, is one of the schools/institutions within the university and is ranked 41st in the nation according to the   2022 US News and World Report listing. The university is designated as a Research-1 University and equipped with human and material resources to dedicate to the proposed project. The College of Education and Human Development applicant identifies a portfolio of external funding, noting $21.9 million toral research funding in 2021. An extensive structure is specified as available for the implantation and sustainability of the proposed program. It establishes program costs are allocated directly to support teaching, teacher residency, and related initiatives, including professional development as a part of the Equity Centered Critical Friendship Community. 52-54

(ii)   The proposed budget is adequate to support the project implementation. The College of Education and Human Development applicant specifies an external funding portfolio, noting $21.9 million toral research funding in 2021. Extensive infrastructure is defined as available for the implantation and sustainability of the proposed program. It is specified that 70% of the program costs are allocated directly to support the teaching residency and related initiatives, including professional development as a part of the Equity Centered Critical Friendship Community. P. 56

(iii)   The applicant asserts that the budget costs are reasonable for the proposed project's objectives, design, and potential significance. It is referenced that costs are reasonable, with 70% of the costs allocated directly to support the program encompassing teacher residencies and related program costs cuts and mentoring. A budget justification articulates support for each key area, including personnel specifying federal and matachin funds for personnel. For example, the Principal Investigator is noted in the budget for 15% detailing her responsibilities for program management, external evaluation, and research areas. P.57, 341.

(iv)   The applicant asserts some information to reference sustaining the program beyond the length of the grant. The Residency Readiness Support is the second entry point in the program's teaching rectories and preparation pathways.

The university is dedicated to providing courses and coaching to sustain the applicant during the program. The application asserts that the program develops skills and increases resources to foster best practices and community building beyond the funding period. Some program activities are referenced as sustainable, including hosting Summer Research symposiums. A multiyear financial operating plan is narrated. It is proposed that the yearlong residency promotes the development of skills to enable capacity building to increase the number of human resources to sustain fostering the best process and community building beyond the grant P. 56

Weaknesses:

(iv) While some references are narrated for program sustainability, information lacks the specificity of a detailed plan to ensure adequate resources to operate the project beyond the grant period. For example, it is asserted that the program provides opportunities for sustainability by investing in hiring residents as salaried paraprofessionals in schools. However, sources of funds for program tuition are not noted in this statement.

Letters from program partners do not mention support for the program beyond the grant period. A letter of commitment or narration of strong sustainability is not provided as evidence of broad support from stakeholders critical to the project's long-term success.

Reader's Score: 26

Selection Criteria - Quality of the Management Plan

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

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

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

   Strengths:

   (i)   The application narrates an adequate management plan to achieve the proposed project's objectives. For example, the program delineates key milestones, including the identification and designation of a key staff person to convene members of the project partnership groups to review and finalize the plan and data collection procedures. Staff members are noted detailing their responsibilities, such as two staff responsible for establishing baseline data. Years 1 through five in the implementation plan are detailed. The summer program is identified for years one through four, highlighting a focus on Residency Readiness. The program identified key staff, including Dr. Patterson, to serve as a PI at 15% FTE. In addition, five Co-PIs are identified and designated to serve at 12.5% FTE each. P. 59, 61-64

   (ii)   The application identifies some procedures which are adequate for ensuring feedback and continuous improvement in the operation of the proposed project. Some feedback procures noted, including interviews with summit participants regarding the academic program. In addition, feedback will be obtained during monthly meetings engaging virtual professional learning communities in coaching and support and feedback on the State Teachers Evaluation Tool of

   Teacher Keys Effectiveness System. P. 34. 35, 50.

   Weaknesses:

   (i)   Information is lacking to provide an adequate managerial timeline. Information is lacking to identify the person or persons responsible for ensuring program objectives are accomplished on time and within budget.
   (ii)   Information is lacking to narrate a comprehensive, structured plan for obtaining and ensuring feedback and continuous improvement in the operation of the proposed project.

Reader's Score: 16

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

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

Strengths:

a) The proposed program includes an intentional partnership between Georgia State University and Fort Valley State University, a historically Black university, to implement a high-quality, comprehensive teacher preparation program that includes high-quality clinical and incorporates best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates. P. 64

Weaknesses:

None are noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

Strengths:

The application details a program design focused on increasing the proportion of well-prepared diver and influential educators to address the needs of underserved students. This is evidenced in a program partnership among two universities that is detailed to create a pool of diverse candidates' efforts to diversify the teaching workforce proposed to be addressed through enrollment in the two institutions.

The proposed projects are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, focusing on underserved students, by increasing the number of teachers with certification in a shortage area or advanced certifications from nationally recognized professional organizations. Georgia State University is partnering with Fort Valley State University. This historically Black university is an affordable and Georgia-only 1890 land grant university and one of the nation's top producers of African American graduates in math and related major during the past five years. The pool of diverse candidates' efforts to diversify the teaching workforce is proposed to be addressed through enrollment in the two institutions. P. 65

Weaknesses:

None are noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

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

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

activities:

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

Strengths:

The proposed project is designed to improve students' social, emotional, academic, and career development, focusing on underserved students, by creating a positive, inclusive, and identity-safe climate at higher education institutions by Implementing evidence-based practices for advancing student success for underserved students. The program encompasses a focus on incorporating resources to address the social and emotional needs of participants through focusing on coping skills and interpersonal relationships in the work environment. All activities use empirically based on strategies and manage cultural and contextual actions. P. 65

Weaknesses:

None are noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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

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

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

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

   Strengths:

   The proposed program implements a research-based program designed to promote educational equity and adequacy in resources and opportunities for underserved students. It is clearly detailed that the program and services are embedded throughout the Teacher Residency experiences in the services and resources of the Equity Centered Critical Friendship Community which is focused on serving as a paraprofessional learning group that examines practices in developing equity-centered educators. P. 65

   Weaknesses:

   None are noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

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

   Projects that establish Grow Your Own programs that are designed to address shortages of 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 does not seek consideration for the priority.

Weaknesses:

The applicant does not seek consideration for the priority.

Reader's Score:

Status:
Last Updated:

0

Submitted 06/03/2022 03:40 PM

Status: Submitted
Last Updated: 06/07/2022 04:41 PM

Technical Review Coversheet

Applicant: Georgia State University Research Foundation, Inc. (S336S220070)
Reader #2:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	25
Quality of the Management Plan		
1. Management Plan	20	18
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

1. Grow Your Own	0	0

Total	111	104

Technical Review Form

Panel #9 - Panel - 9: 84.336S

Reader #2:   **********
Applicant: Georgia State University Research Foundation, Inc. (S336S220070)

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 PROPEL project demonstrates a rationale by using the current research within the education field about teacher retention and attrition. The need for a comprehensive approach to this issue is evident within the targeted districts as the number of vacant positions grow and the number of out-of-field and emergency certificates are issued within the school systems in the field of special education, math and science. (e18)

   The goals, objectives, and outcomes to be achieved by PROPEL are clearly specified and measurable by the all-inclusive way that nine distinct goals are identified at the beginning of the project with measurable objectives. The goals are realistic and address the problems in the district within outcomes that are measurable. (e24-26)

   PROPEL design demonstrates a comprehensive effort between two large school district, CCPS & GCPS and two IHES, GSU and FVSU. (e23) to improve teaching and learning and provide support to rigorous academic standards for students by developing multiple pathways for eligible candidates into the teaching profession and principalship. The design includes multiple pathways for high school students through an Academy for Future Teachers, college students through Residency Readiness Support, and preservice teachers through a mentorship pathway. The goal of all the pathways is to provide qualified educators within the targeted districts. (e28-30)

   The program design reflects up-to date knowledge from research and effective practice by including the collaborative problem-solving approach with teacher residents. This effective approach was researched in 2019 and includes review of lesson plans and/or intended instructional outcomes and notation of evidence using video technology that pairs the resident with the PROPEL community members and increases teaching effectiveness and integrity of practice. (e30)

   Weaknesses:

   No weakness noted

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

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

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

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

 Strengths:

 The methods of evaluation will provide valid and reliable performance data on relevant outcomes by conducting formative and summative assessments of the PROPEL Project at multiple program points throughout each year of the program. (e37)

 The project uses a variety of methods of evaluation that are thorough, feasible and appropriate to the goals, objectives, and outcomes one of which is quantitative assessment that will be based on data collected related to GPRA performance indicators and the indicators developed specifically for the project goals. Qualitative assessment will also be used to provide understanding of program participants at all levels of the program. (e37-39)

 Weaknesses:
 No weakness noted

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

(i)   The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
(ii)   The extent to which the budget is adequate to support the proposed project.
(iii)   The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.
(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 project demonstrates an adequacy of support, including facilities, equipment, supplies, and other resources by being housed within a Research-1 University that is well equipped with the human and material resources to support the activities outlined in the proposal. This extensive infrastructure is available to the project and will be more than adequate to support the successful implementation of the PROPEL Project. (e55)

 The proposed project demonstrates adequate support by allotting over 70% of costs directly to support the teacher residency and related initiatives, including mentoring induction and professional development. (e56)

 The project costs are reasonable in relation to the objectives, design and potential significance of the proposed project to

address the needs of two high-need school district in metro Atlanta that serve over 232,000 students. (e54)

The applicant has demonstrated that it has the resources to operate the project beyond the length of the grant by including a multi-year financial and operating model with an accompanying plan on (e.331-349) and strong commitment letters from school districts that reflect their willingness to nominate staff as members of the project. This will contribute to PROPELs long-term success(e55)

Weaknesses:

Although the project includes a multi-year operating model, it doesn't address sustainability in the accompanying plan. (e331-349)

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 proposal has successfully demonstrated the adequacy of the project to achieve the objective on time and within budget by including on e56 of the application a narrative that identifies the specific activities, associate priorities, key participants and the expected outcomes. The plan provides general timelines, responsible parties and program objective indicators for a detailed task analysis ensuring program success to achieve goals in each year. (e56-62) This type of attention to program detail provides a framework for successful accomplishment of the proposal.

The proposal ensured feedback and continuous improvement in its operation by meeting with the partner organizations to review organizational needs, partnership priorities and project components prior to the submission of the grant. The establishment of baseline data at the start of the project will strengthen the flow of feedback and provide continuous data to improve the operation of PROPEL(59).

Weaknesses:

The Management Plan would have been strengthen by a more detailed and specific timeline adding a framework to the project. (e56-61)

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:

FVSU's College of Education has a high percentage of education majors who pass state certification exam and receive teaching positions with a month of graduating. (e64)

Georgia State University GSU is one of the most diverse universities in the nation and ranked 5th in nation for conferring bachelor degrees in education to African American students. (e65)

Weaknesses:

No Weakness noted

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

Strengths:

This central component of the PROPEL project is to increase the pool of highly qualified, diverse teachers and leaders in high needs areas in urban and rural school districts by emphasizing recruitment from underrepresented populations and supporting them in obtaining certification or dual certification in critical shortage areas(e64).

Weaknesses:

No Weakness noted

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

   Strengths:

   PROPEL includes a positive, inclusive, and identity-safe climate by embedding into the project a focus on the social and emotional needs of the students, teachers, and leaders, activities that provide coping skills, mindful habits, interpersonal relationships in the work environment and de-escalation skills.

   The program will support the success of underserved students by using empirically-based strategies within the curricula of the program and address cultural and contextual variables (e65).

   Weaknesses:

No Weakness noted

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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

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

   a)   **In one or more of the following educational settings:**
      (1)   Early learning programs
      (2)   Elementary school.
      (3)   Middle school

   (4)   High school
   (5)   Career and technical education programs.
   (6)   Out-of-school-time settings.
   (7)   Alternative schools and programs.

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

   Strengths:

   The teacher residency program of the project, Restorative Justice Project (RJP), will help P-12 educators to be inclusive with regard to race, ethnicity, culture, language, and disability status by providing opportunities to analyze, consider, respond to, and critique instructional actions toward responsivity in the field. This process will continue throughout the residency year in an effort to help teacher residents learn to develop culturally sustaining, inclusive teaching practices in a safe, supportive learning environment(e66).

No Weakness noted
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 "Grow Your Own Component" of this project will be recruitment of paraprofessional and instructional support staff as teacher residents through a "Para-to-Teacher" format where work sites may be used as placements for practica/field experiences. This is a successful research based approach.
Strengths:

No weakness noted
Weaknesses:
Score:
Status:
Last