

**U.S. Department of Education - EDCAPS  
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 07/11/2024 05:53 PM

## Technical Review Coversheet

Applicant: Southern University at New Orleans (S336S240051)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	25
<b>Quality of the Evaluation Plan</b>		
1. Evaluation Plan	20	18
<b>Adequacy of Resources</b>		
1. Resources	30	27
<b>Quality of the Management Plan</b>		
1. Management Plan	20	18
<b>Sub Total</b>	100	88
<b>Priority Questions</b>		
<b>Competitive Preference Priorities</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	4
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	3
<b>Competitive Preference Priority 3</b>		
1. CPP 3	2	2
<b>Competitive Preference Priority 4</b>		
1. CPP 4	2	2
<b>Sub Total</b>	11	11
<b>Invitational Priorities</b>		
<b>Invitational Priority 1</b>		
1. IP 1	0	0
<b>Invitational Priority 2</b>		
1. IP 2	0	0
<b>Sub Total</b>	0	0
<b>Total</b>	111	99

# Technical Review Form

Panel #8 - TQP Panel - 8: 84.336S

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

Applicant: Southern University at New Orleans (S336S240051)

## Questions

### Selection Criteria - Quality of Project Design

#### 1. A. Quality of 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. (5 pts) (Logic model must be present to get all 5 pts)

(ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 pts)

(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. (5 pts)

(iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (5 pts)

(v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project. (5 pts)

(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. (5 pts)

#### Strengths:

i. The applicant clearly articulates the project design is based on sound research and evidence. The proposal includes a logic model that outlines objectives, strategies, and measurable outcomes. There is a clear alignment between the activities (e.g., leadership programs, teaching residencies) and the desired outcomes (e.g., certification, improved student achievement) (e23 and 67). The project references the New Teacher Center's induction model, which has moderate evidence of effectiveness, ensuring that the proposed strategies are grounded in proven research. Embedding DEI best practices and trauma-informed teaching strategies within the EPP communities supports creating positive, inclusive, and identity-safe climates for educators and students (e27-29).

ii. The proposal provides a comprehensive and detailed plan with clear goals, objectives, and measurable outcomes. The goals, objectives, and outcomes clearly define the target numbers and timelines. For example, the number of certified teachers and leaders to be prepared is detailed, along with timelines for their certification (e30-31). The objectives align well with the overall goals of increasing teacher and leader certifications, focusing on diversity, and enhancing DEI practices. This alignment shows a coherent strategy to achieve the overarching goals (e31).

iii. The proposed project is a well-rounded, comprehensive effort to improve teaching and learning by aligning with rigorous academic standards, providing extensive training and support, and focusing on inclusivity and diversity. For example, collaborating with the National Institute for Excellence in Teaching (NIET) ensures alignment with rigorous academic standards and provides a robust framework for educator evaluation and development (e32). The program offers extensive graduate-level coursework (330 hours) and pre-service clinical training (200 hours), preparing educators with the necessary content knowledge and pedagogical skills (e33).

iv. The proposed project's design is well-grounded in up-to-date research and effective practice, demonstrating a solid theoretical foundation. Specifically, the proposal is grounded in up-to-date research, including studies from the Learning Policy Institute, Tennessee Education Research Alliance, and other scholarly sources (e35). This ensures that the strategies employed are based on the latest findings in education. The proposal includes multi-layered candidate support, one-to-one mentorship, job placement assistance, cohort learning, and professional development. This

comprehensive approach is designed to improve teacher retention and effectiveness (e36).

v. The proposal demonstrates a solid commitment to performance feedback and continuous improvement through multiple, comprehensive mechanisms. The Insight Survey provides annual teacher experiences, perceptions, and satisfaction measures. The plan to increase the response rate to 85% by 2029 through best practices shows a commitment to capturing a broad range of teacher insights (e37).

vi. The project demonstrates a solid commitment to building capacity and ensuring sustainability through various strategic initiatives. It includes designing, launching, and stabilizing three new leadership development programs at EPPs intended to become self-sustaining. Embedding these programs within universities or organizations and supporting them through ongoing revenue sources such as student tuition and partner LEAs' support is a strategic move to ensure long-term sustainability (e39). Also, by increasing the number of educators with advanced degrees and certifications, the project prepares educators for leadership positions, providing a pipeline of qualified leaders for the future. This long-term investment in professional development contributes to overall system capacity.

**Weaknesses:**

i. No weaknesses were found in this subcriterion.

ii. Baseline data need to be included to measure progress. Establishing a starting point is essential for assessing growth and effectiveness (e30-31).

iii. Some objectives are less quantifiable and lack clear metrics for success, making it difficult to assess progress. For example, while increasing the diversity of Certified Mentor Teachers is a crucial goal, the proposal should specify how diversity will be measured and what targets are expected (e32-33).

iv. The proposal would benefit from incorporating new research or pilot studies conducted explicitly within the context of the program. This would provide more relevant data and potentially innovative practices tailored to the specific needs of New Orleans schools (e37).

v. While the proposal includes stakeholder feedback, it needs to be clarified how deeply stakeholders (especially grassroots-level stakeholders, like current teacher residents) will be involved in the decision-making process. Ensuring meaningful stakeholder engagement in interpreting and acting on feedback is crucial (e38-39).

vi. While the project outlines various strategies for sustainability, the initial reliance on federal funding and other external sources (e.g., the Registered Apprenticeship Program) poses a risk if these funds are reduced or discontinued in the future. A more precise plan for financial independence is needed (e39-40).

**Reader's Score: 25**

**Sub**

**1. Overview Statement**

**General:**

The applicant clearly articulates a comprehensive project design grounded in sound research and evidence, aiming to improve educational equity and adequacy for underserved students. The proposal includes a logic model outlining clear objectives, strategies, and measurable outcomes, ensuring a coherent alignment between activities and desired outcomes.

**Reader's Score:**

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

## 1. B. Quality of the Evaluation Plan (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. (10 pts)
- (ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (10 pts)

### Strengths:

- i. The applicant's proposed evaluation methods are robust and comprehensive, incorporating diverse data sources, rigorous survey development, and a mixed-methods approach. For example, the evaluation design incorporates various data sources, including programmatic data, evaluator-collected data, and external administrative data. This comprehensive approach ensures that multiple perspectives and data types are considered, enhancing the findings' reliability and validity (e42-43).
- ii. The evaluation methods are thorough, feasible, and appropriate primarily to the proposed project's goals, objectives, and outcomes. Significant strengths include a rigorous implementation framework, quasi-experimental design, and multi-level regression analysis. Using a three-stage implementation framework to evaluate the project ensures thorough and systematic assessment. The framework's steps—establishing implementation metrics, applying a fidelity rubric, and analyzing implementation factors—are well-structured and comprehensive. Regular check-ins and annual reports provide continuous feedback to project leadership, facilitating ongoing adjustments and improvements. This iterative process supports the feasibility and relevance of the evaluation methods (e48).

### Weaknesses:

- i. Administering multiple surveys twice per academic year to various stakeholder groups (candidate teachers, candidate leaders, certified mentor teachers, leadership coaches, and school partners) might lead to survey fatigue. This could result in lower response rates over time and affect the quality of the collected data (e42-45).
- ii. The evaluation's success relies heavily on high response rates for surveys, focus groups, and interviews. Ensuring high participation rates across different stakeholder groups is essential but challenging, especially over multiple years (e48).

Reader's Score: 18

### Sub

#### 1. Overview Statement

##### General:

The applicant's project design demonstrates a strong commitment to promoting educational equity and adequacy for underserved students through a comprehensive, research-based approach. The proposal includes a logic model outlining clear objectives, strategies, and measurable outcomes, with a focus on increasing teacher and leader certifications, enhancing DEI practices, and aligning with rigorous academic standards. The use of the New Teacher Center's induction model and collaboration with the National Institute for Excellence in Teaching (NIET) ensures the proposed strategies are grounded in proven research.

Reader's Score:

### 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. (6 pts)**
- (ii) The extent to which the budget is adequate to support the proposed project. (6 pts)**
- (iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (6 pts)**
- (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. (6 pts)**
- (v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (6 pts)**

**Strengths:**

- i. The support, including facilities, equipment, supplies, and other resources from the applicant and lead organization, is highly adequate and well-aligned with the project's goals, objectives, and outcomes. For example, the collaboration between SUNO, Tulane, TNTP, NSNO, and partner CMOs brings together a wide range of resources, expertise, and facilities. This multi-faceted partnership ensures the project benefits from diverse and complementary support (e51). The project is supported by well-prepared personnel across all partners, including Program Directors, Managers, Coordinators, Leadership Coaches, and more. This dedicated workforce ensures effective project management and implementation (e49-50).
- ii. The budget for the TQP project is well-planned, leveraging existing resources and ensuring comprehensive coverage of essential costs. The TQP budget leverages existing resources from partner organizations, including teaching residency and HS2CT programs. This approach maximizes efficiency and reduces unnecessary expenses. The project meets the 100% match requirement through contributions from LEAs, cash donations, private grants, and in-kind support from partner organizations. This financial backing enhances sustainability and credibility (e50).
- iii. The budget for the NOLA TQP project demonstrates strategic alignment with project goals and the potential for significant impact through cost-effective initiatives and projected savings. For example, the budget is strategically designed to align with the project's objectives, focusing on developing a sustainable educator workforce through effective collaboration among universities, EPPs, schools, and non-profit organizations (e51).
- iv. The NOLA TQP project demonstrates strong alignment with citywide educational initiatives and a comprehensive approach to financial sustainability through diverse funding sources and stakeholder commitment. For example, the NOLA TQP project secures ongoing financial support through cash contributions, in-kind donations, private grants, and student tuition. This diverse funding base ensures financial stability beyond federal grant funding. Also, there is demonstrated commitment from key stakeholders, including educational institutions, non-profit organizations, and local educational agencies (LEAs). Their alignment with the project's goals ensures continued support and collaboration beyond the grant period (e50-51).
- v. The project benefits from strong partnerships with leading educational institutions and organizations in New Orleans, demonstrating robust expertise and commitment to advancing teacher preparation and retention. Partners have demonstrated commitment from all partners to the project's long-term success, including financial support through matching funds and ongoing involvement in project activities. Regular convenings facilitated by NSNO ensure alignment, sharing of effective strategies, and sustained collaboration among partners. Partners have previously collaborated successfully on similar MAT residency projects within New Orleans, indicating a strong foundation of effective strategies and collaboration that will benefit the current project. This experience enhances their ability to implement and scale successful practices (e51-53).

**Weaknesses:**

- i. While the collaboration is extensive, ensuring efficient allocation and management of resources across multiple partners could be challenging. Coordinating efforts and avoiding duplication or gaps in support might require meticulous planning and ongoing communication (e49-50).
- ii. The budget appears comprehensive but may need more flexibility to address unforeseen expenses or emerging needs during project implementation. Ensuring contingency plans or flexibility in fund allocation could mitigate this risk (e50).
- iii. No weaknesses were found in this subcriterion.
- iv. No weaknesses were found in this subcriterion.
- v. No weaknesses were found in this subcriterion.

**Reader's Score: 27**

**Sub****1. Overview Statement****General:**

The applicant's project design is robust and research-based, aiming to promote educational equity for underserved students. It features a comprehensive logic model, alignment with proven research, and a strong focus on DEI practices. The evaluation methods are extensive, ensuring reliable findings through diverse data sources and rigorous analysis. The project benefits from significant support, including resources from SUNO, Tulane, TNTP, and other partners, and a well-planned budget that leverages existing resources and meets the 100% match requirement. Strong partnerships and strategic financial planning ensure sustainability and alignment with citywide educational initiatives, despite potential challenges in resource management and budget flexibility.

**Reader's Score:**

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

**The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the 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. (10 pts)**
- (ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (10 pts)**

**Strengths:**

- i. The management plan demonstrates a strong foundation for project management, with detailed timelines, responsibilities, and evaluation frameworks. The management plan outlines a detailed timeline (quarterly breakdown) with specific responsibilities assigned to each partner and evaluator. This structured approach ensures clarity and accountability in project execution. Clear milestones and deliverables support each objective, such as surveys, data analysis, and reports. This ensures that progress toward goals can be measured and reported effectively (e54-56).
- ii. The feedback and continuous improvement procedures in the NOLA TQP project are robust, emphasizing structured feedback mechanisms, collaborative partnerships, and centralized oversight. The project incorporates multiple feedback channels, including annual surveys for educators, program staff surveys, administrator and mentor surveys, and regular assessments. This ensures comprehensive data collection from various stakeholders. The evaluator plays a crucial role in data collection, analysis, and dissemination, ensuring that adjustments and improvements are informed by evidence and stakeholder feedback (e57-58).

**Weaknesses:**

- i. The plan outlines data collection and evaluation but may benefit from a clearer mechanism for integrating lessons learned into ongoing project activities. This iterative process could enhance effectiveness and adaptation over time (e54-56).
- ii. While there are mechanisms for gathering feedback from educators, program staff, administrators, and mentors, the plan could benefit from broader engagement with community stakeholders, parents, and students. Their perspectives could provide valuable insights into the project's impact and effectiveness (e57-58).

**Reader's Score: 18**

**Sub**

**1. Overview Statement**

**General:**

The management plan for the NOLA TQP project exhibits strong foundations in project management, featuring detailed timelines, clear responsibilities, and robust evaluation frameworks. Quarterly breakdowns and specific assignments ensure accountability among partners and evaluators, facilitating structured progress toward project objectives. Feedback and continuous improvement mechanisms are comprehensive, incorporating various surveys and assessments to gather stakeholder insights. However, integrating lessons learned into ongoing activities and broadening engagement with community stakeholders could enhance the project's adaptability and effectiveness over time.

**Reader's Score:**

**Priority Questions**

**Competitive Preference Priorities - Competitive Preference Priority 1**

- 1. Competitive Preference Priority 1: Increasing Educator Diversity (Up to 4 points). (Both subfactors (a) and (b) must be addressed to get full 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 502 of the HEA), Tribal Colleges and Universities (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. (2 pts) (Peer Reviewer please confirm that the proposed partner IHE meets the HBCU, HSI, TCU or other MSI status before points are awarded.)**

**(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. (2 pts)**



**Strengths:**

- a. CPP1 addresses an HBCU that will work for the need for high-quality, comprehensive teacher preparation programs in MSIs. By focusing on expert input, equitable selection criteria, effective recruitment strategies, improved residency programs, and expanded partnerships, the initiative aims to attract, support, graduate, and place underrepresented teacher candidates in high-need schools (e30).
- b. CPP1 will assist in strengthening partnerships between Educator Preparation Program (EPP) partners and New Orleans Charter Management Organizations (CMOs). This expansion aims to increase collaboration and resource sharing to support teacher candidates better (e31).

**Weaknesses:**

- a. No weaknesses were found.
- b. No weaknesses were found.

**Reader's Score:** 4

**Competitive Preference Priorities - Competitive Preference Priority 2****1. Competitive Preference Priority 2: 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 educators serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.**

**Strengths:**

The project is designed to increase the proportion of well-prepared, diverse, and effective educators serving students, mainly focusing on underserved students. It aims to achieve this by increasing the number of teachers with certification or dual certification in shortage areas or advanced certifications from nationally recognized professional organizations. For example, CPP2 will aim to increase teachers earning level 1 certification. 804 teachers to earn Level 1 certification within one year of program completion, with incremental targets set for each project year. Also, the number of diverse educators with dual and advanced certifications should be increased, and advanced certifications should be achieved in shortage areas. Specifically, 61% of participating teachers should earn advanced certification to teach in a shortage area, such as SPED or English Language Learners (ELL) (e31).

**Weaknesses:**

No weaknesses were found for CPP 2.

**Reader's Score:** 3

**Competitive Preference Priorities - Competitive Preference Priority 3****1. Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs (Up to 2 points). (Both subfactors (a) and (b) must be addressed to get full 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. (1 pt)

(b) Implementing evidence-based practices for advancing student success for underserved students. Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas. (1 pt)

**Strengths:**

a. CPP 3 will create a supportive, safe space for belonging. For example, partners will collaborate to provide conditions that enhance a sense of belonging for educator candidates and aspiring educators. This includes creating inclusive and supportive environments within Educator Preparation Programs (EPPs) where candidates feel valued and connected (e29). In turn, this will create and maintain a culture of belonging by training candidates to develop and maintain a culture where all school community members feel included and valued. This involves fostering a sense of voice, validation, and empowerment among students and educators (e29).

b. This project aims to implement evidence-based practices to advance student success, particularly for underserved students, and improve the retention of fully certified, experienced, and effective educators in high-need or shortage areas. It will utilize student, classroom, sub-group, and school-level data to inform instructional practices and cultural improvements. It will also implement continuous improvement cycles to regularly assess and enhance teaching strategies and school climate (e29).

**Weaknesses:**

- a. No weaknesses were found for this subcriterion.
- b. No weaknesses were found for this subcriterion.

**Reader's Score: 2**

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

**1. Competitive Preference Priority 4: 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 implements responses, and that may include pedagogical practices in educator preparation 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:**

CPP4 promotes educational equity and adequacy in resources and opportunities for underserved students. The project prepares educator candidates and aspiring educators to create inclusive, supportive, and equitable learning environments across all educational settings listed. For example, TQP funding can provide training to mentor teachers, leadership coaches, program directors, and resident liaisons. This training equips mentors and coaches with best practices and ensures that educator candidates can foster inclusive, equitable, and trauma-mitigating learning environments (e29).

**Weaknesses:**

No weaknesses were found for CPP4.

**Reader's Score: 2**

**Invitational Priorities - Invitational Priority 1****1. Invitational Priority 1: Partnership Grants for the Establishment of GYO Programs and Registered Apprenticeship Programs for K-12 Teachers. (No Points Awarded)**

Projects that establish or scale evidence-based and high quality GYO programs, including registered apprenticeship 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, by recruiting and developing teacher candidates from the communities the school or district serves. GYO programs must minimize or eliminate the cost of certification for teacher candidates and compensate educators for work in classrooms that is part of their certification program. Participants must not become the teacher of record prior to completing the certification program. Projects may also include high school dual-enrollment opportunities and registered teacher apprenticeship programs.

A project implementing a new or enhanced GYO program, including registered apprenticeship programs, must:

- (a) Be developed with the partner LEA to address the needs of its students and teachers;
- (b) Use data-driven strategies and evidence-based approaches to increase recruitment, successful completion, and retention of teachers supported by the project;
- (c) Provide standards for participants to enter into and complete the program;
- (d) Be aligned to evidence-based practices for effective educator preparation, and include practice-based learning opportunities linked to coursework that address state requirements for certification, professional standards for teacher preparation, culturally and linguistically sustaining pedagogies, and the established knowledge base for education, including the science of learning and development;
- (e) Have little to no financial burden for program participants, or provide for loan forgiveness;
- (f) Require completion of a bachelor's degree either before entering or as a result of the certification program;
- (g) Result in the satisfaction of all requirements or full state teacher licensure or certification, excluding emergency, temporary, provisional or other sub-standard licensure or certification; and
- (h) Provide increasing levels of responsibility for the resident/ GYO participant/ apprentice during at least one year of paid on-the-job learning/clinical experience, during which a mentor teacher is the teacher of record.

**Strengths:**

Invitational Priority 1 was not addressed.

**Weaknesses:**

Invitational Priority 1 was not addressed.

**Reader's Score:** 0

**Invitational Priorities - Invitational Priority 2**

**1. Invitational Priority 2: Supporting Early Elementary Educators and School Leaders.**

Projects that include professional development programs, professional learning communities, and peer learning collaboratives to support elementary educators and school leaders in meeting the wide range of developmental strengths, needs, and experiences of students at kindergarten entry through the early grades with a focus on one or more of the following strategies:

(a) Intentional collaboration for systemic alignment for continuity of services, supports, instruction, relationships, and data sharing across K-2;

(b) Effective and intentional transitions into kindergarten and through the early grades;

(c) Instruction informed by child development and developmentally informed practices;

(d) Partnerships with parents, families and caregivers to allow successful family engagement and everyday school attendance.

**Strengths:**

Invitational Priority 2 was not addressed.

**Weaknesses:**

Invitational Priority 2 was not addressed.

**Reader's Score:** 0

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**Status:** Submitted

**Last Updated:** 07/11/2024 05:53 PM

Status: Submitted

Last Updated: 07/11/2024 08:38 PM

## Technical Review Coversheet

Applicant: Southern University at New Orleans (S336S240051)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	25
<b>Quality of the Evaluation Plan</b>		
1. Evaluation Plan	20	20
<b>Adequacy of Resources</b>		
1. Resources	30	30
<b>Quality of the Management Plan</b>		
1. Management Plan	20	18
<b>Sub Total</b>	100	93
<b>Priority Questions</b>		
<b>Competitive Preference Priorities</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	4
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	3
<b>Competitive Preference Priority 3</b>		
1. CPP 3	2	2
<b>Competitive Preference Priority 4</b>		
1. CPP 4	2	2
<b>Sub Total</b>	11	11
<b>Invitational Priorities</b>		
<b>Invitational Priority 1</b>		
1. IP 1	0	0
<b>Invitational Priority 2</b>		
1. IP 2	0	0
<b>Sub Total</b>	0	0
<b>Total</b>	111	104

# Technical Review Form

Panel #8 - TQP Panel - 8: 84.336S

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

Applicant: Southern University at New Orleans (S336S240051)

## Questions

### Selection Criteria - Quality of Project Design

#### 1. A. Quality of 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. (5 pts) (Logic model must be present to get all 5 pts)
- (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 pts)
- (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. (5 pts)
- (iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (5 pts)
- (v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project. (5 pts)
- (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. (5 pts)

#### Strengths:

- (i) The project logic model serves as an implementation guide to achieve the project's goals and objectives. The logic model also provides a conceptual framework for the rationale of the project strategies to achieve the desired outcomes. The logic model includes project inputs, strategies, outputs, short-term, mid-term, and long term outcomes. (Pg. e. 25, 67)
- (ii) The project has goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. The project has three goals, first it to launch three new teacher certification pathways that will extend recruitment and service from 11th -12th grade students to college-aged potential educators who want to pursue a career in education. The second objective is to increase the number of diverse certified teachers who deliver quality instruction and develop leaders with skills to coach classroom teachers in teacher shortage areas. Third, to implement an effective research based leadership and teaching residency programs that apply best practices into learning experiences as candidates prepare to meet the SEL needs of students in K-12 schools. (Pg. e. 27, 67)
- (iii) The project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The state department of education partnered with The National Institute for Excellence in Teaching to align their Teaching and Learning Standards Rubric with the state's rigorous academic standards. This alignment will make the rubric a core tool used for educator evaluation. The NIET Framework will allow candidates to receive comprehensive instruction in content knowledge, core subject pedagogy, and special education, preparing them to meet the needs of students in teacher shortage areas. The project will also prepare educators for advanced certifications leading to retention and more effective teaching. The NIET Framework supports SPED and EL students with strategies, training, and research-based instructional methods to modify curriculum and ensure inclusive education. The goal is to ensure that project educators have the skills required to support SPED students in all settings. (Pg. e. 32)
- (iv) The design of the project reflects up-to-date knowledge from research and effective practice. Project partners incorporated up-to-date research-based strategies, including those endorsed by WWC. Research shows that well-prepared teachers with ties to the community to the schools have higher retention rates. Project partners will implement researched based strategies and pull from best practices to increase the diversity of the applicant pools to achieve the

project goal of increasing the number of well-prepared, certified, and diverse invested educators. (Pg. e. 34)

(v) The project uses performance feedback and continuous improvement in the design of the project. The project integrates performance feedback and continuous improvement strategies to analyze data from surveys and focus groups to enable project stakeholders to make informed decisions and adjustments. During the first year data will be gathered from stakeholders to ensure that needs of project schools, students, and educators are being met. The applicant will gather feedback from teacher residents to identify program strengths and determine areas needing improvement. Data collected for analysis will include candidate performance that is based on the project rubrics, and student academic achievement. The applicant will review data quarterly during partner meetings where ideas for continuous project improvement and identification of best practices will be completed. The project will use an external evaluator to design an evaluation to provide project leadership and partnering schools with valid and reliable data to inform continuous improvement efforts. (Pg. e. 35 - 38)

(vi) The applicant did not explain how the project is designed to build capacity and yield results beyond the period of Federal financial assistance. (Pg. e. 39-40)

**Weaknesses:**

- (i) None noted.
- (ii) The applicant did not explain their baseline data for the project. The applicant explained it would be used for the project but did not explain where the baseline data would come from or what baseline data was being used. (Pg. e. 27, 67)
- (iii) None noted.
- (iv) None noted.
- (v) None noted.
- (vi) None noted

**Reader's Score: 25**

**Sub**

**1. Overview Statement**

**General:**

The project demonstrates a rationale and is supported by a logic model. The goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. The project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. This project reflects up-to-date knowledge from research and effective practice and has a performance feedback loop for continuous project improvement.

**Reader's Score:**

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

**1. B. Quality of the Evaluation Plan (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. (10 pts)
- (ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (10 pts)

**Strengths:**

(i) The project evaluation will use valid and reliable data to answer the project's research questions and to ensure the project is on track in meeting its objectives and outcomes. Three types of data will be used to answer project research questions, program data, evaluator collected data, and administrative data. Program data will be data sources collected by the schools while evaluator collected data will include stakeholder surveys, focus groups, and interviews. The administrative data will include school partners and data, including teacher and leader evaluation data, and student achievement data. These sources will provide valid and reliable data for the project. (Pg. e. 43 - 45)

(ii) The methods of evaluation are appropriate to the goals, objectives, and outcomes of the project and will include a multi-step implementation framework with a quasi-experimental design. This evaluation design will be used to evaluate project implementation and impact. In the first stage of the evaluation, project leadership will establish metrics that align with the strategies and outputs for the in the logic model for three objectives. A fidelity rubric will be developed for quantifiable targets scored on a three-point scale. In the second stage, the fidelity rubric will be applied to program data and evaluator collected data to assess whether project objectives and strategies were implemented as intended. In the last stage of the evaluation, surveys, focus group transcripts, and interview transcripts will be used to analyze implementation of the project design with candidate teachers, candidate leaders, and EPPs. Researchers will verify the results by calculating the descriptive statistics of teacher and leader candidate certification, persistence, and retention to assess if the project meets objectives. (Pg. e. 46 - 49)

**Weaknesses:**

- (i) None noted.
- (ii) None noted.

**Reader's Score: 20**

**Sub****1. Overview Statement****General:**

The project has effective methods of evaluation that will provide valid and reliable performance data on project outcomes. The methods of evaluation are reasonable, feasible, and appropriate to the goals, objectives, and outcomes of the project.

**Reader's Score:**

**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. (6 pts)**
- (ii) The extent to which the budget is adequate to support the proposed project. (6 pts)**
- (iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (6 pts)**
- (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. (6 pts)**



**(v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (6 pts)**

**Strengths:**

(i) The applicant and project partners are equipped with facilities like classrooms, office spaces, and IT infrastructure for training and evaluation. These universities are equipped with academic libraries that provide students with comprehensive support services, The applicant will provide administrative assistance and technical support for the project. The project partners will also provide facilities and resources like online tools to administer the Insight Survey to schools for the project and to analyze survey results, providing reports to participating schools. Project reports will be used for the project's continuous improvement. (Pg. e. 50)

(ii) The budget is adequate to support the project. The budget includes funding for the Chief Operating Officer that position oversees fiscal administration and grant reporting. Budget expenses include contracts and costs related to project programs like curricula and materials, educator candidate stipends, mentor teacher stipends, travel for professional development, certification exams fees, stipends for high school students' clinical experience, and supplies, computers and equipment for students. (Pg. e. 52)

(iii) The costs are reasonable in relation to the objectives, design, and significance of the project. The applicant explains project costs and connects these costs to the implementation of supporting teacher residencies. The applicant will create three residencies for current teachers at successful which will result in 182 individuals earning New Leader certification and a master's degree at cost of \$39,400 per candidate. Enhancements to teaching residency programs will lead to the certification of 804 novice teachers at a cost of less than \$2,500 per teacher candidate. Enhancements to the recruitment, enrollment and certification of 350 diverse teachers will cost approximately \$4,500 per participant. These costs are reasonable and will support project objectives. (Pg. e. 53)

(iv) The applicant demonstrates that they and the project partners have the resources to operate the project beyond the length of the grant. The project partners have demonstrated a commitment and there is evidence of broad support from project stakeholders The applicant explains there is support for the project beyond the period of federal funding and that the program will receive financial support through cash and in-kind donations from LEAs. The project will also receive cash contributions from participating IHEs, private grants, and student tuition. These funding sources will continue after the grant and are directly linked to student enrollment in the programs. During the next five years the project will become a core part of partner organizations' educational offerings. The applicant is committed to working with participating schools in finding additional funding sources and expanding partnerships with other schools and community organizations. Funding from public-schools will support high school coursework components by covering costs for personnel, curricula, and materials. The success of the project will enhance educator longevity which will reduce workforce development costs so funding can be redirected to support classrooms. (Pg. e. 54)

(v) The project has the commitment of each partner in the project all partners will contribute to the implementation and success of the project. The project partners' collaborations resulted in teaching, leadership, and recruitment strategies that have been proven effective. The project partners want to develop and evaluate the project strategies to contribute to the field of education and add to the body of research on teacher recruitment and educator retention. (Pg. e. 55 - 57)

**Weaknesses:**

- (i) None noted.
- (ii) None noted.
- (iii) None noted.
- (iv) None noted.
- (v) None noted.

Sub

1. Overview Statement

**General:**

The project has adequate support, including facilities, equipment, supplies, and other resources, from the applicant and project partners. The budget costs are reasonable in relation to project objectives and design and will support the completion of the project. The applicant and partners have the resources to operate the project beyond the length of the grant and have demonstrated their commitment to the implementation and success of the project.

**Reader's Score:**

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

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

**The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the 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. (10 pts)**
- (ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (10 pts)**

**Strengths:**

- (i) The management plan will achieve the objectives of the project on time and within budget. The applicant includes clearly defined responsibilities, a project timeline, and milestones for accomplishing project tasks. The applicant provides a table of project goals which outlines project objectives, key activities, and milestones for each year of the project. The management plan defines project roles and who is responsible for the accomplishment of each project goal. (Pg. e. 59 - 62)
- (ii) The project has procedures for ensuring feedback and continuous improvement of the project. The project will host quarterly convenings will be held where schools and evaluators share data, feedback, and discuss trends of the performance of teachers and leaders during their residency or induction. These meetings will serve as a feedback loop for partners to refine strategies and coursework will be the main avenue feedback and continuous improvement. The project manager will oversee program operations and ensure partners collaborate, learn, reflect, and effectively use project feedback. The project manager will work with the project evaluator to gather, analyze, and share data on retention, teacher training, mentor training, and induction. Supplementary data for quarterly meetings from the project manager and the evaluator will ensure timely data collection for program evaluation.

**Weaknesses:**

- (i) The applicant did not fully explain the role of project partners in feedback for the project and how their feedback will be applied to the project for improvement. None of the project staff have a fulltime commitment to the project. Project staff have only had .25 or less time commitment, which is a small amount of commitment to the project to ensure the completion of project objectives. (pg.e.38, 63, 267)
- (ii) None noted.

Reader's Score: 18

Sub

### 1. Overview Statement

**General:**

The management plan will achieve project objectives on time and within budget. The management plan has clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. The project has procedures for ensuring feedback and continuous improvement for the project.

Reader's Score:

### Priority Questions

#### Competitive Preference Priorities - Competitive Preference Priority 1

**1. Competitive Preference Priority 1: Increasing Educator Diversity (Up to 4 points).  
(Both subfactors (a) and (b) must be addressed to get full 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 502 of the HEA), Tribal Colleges and Universities (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. (2 pts) (Peer Reviewer please confirm that the proposed partner IHE meets the HBCU, HSI, TCU or other MSI status before points are awarded.)**

**(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. (2 pts)**

**Strengths:**

(a) The project will increase the number of diverse educators, especially those from HBCU who will serve area high need schools. Locally there are high-needs public schools with over 85% of the 43,544 students enrolled are economically disadvantaged, 92% are students of color, 8% are English Learners, and 13% qualify for special education services. There is research to support the teacher shortage is the greatest threat to school improvement and therefore student success. The annual teacher attrition rate is between 30% and 35% or about 600 vacancies. Schools struggle annually to fill these vacancies with well-prepared, specialized, and culturally competent teachers, this struggle negatively impacts both schools and students. (b) The applicant will reform teacher preparation programs to improve the diversity of teacher candidates. The program will recruit underrepresented teacher candidates for program admission, completion, placement, and retention as educators (Pg. e. 20-21)

(b) The applicant will reform the teacher preparation programs to improve the diversity of teacher candidates. The reform will include changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators. (Pg. e. 20-21)

**Weaknesses:**

- (a) None noted.
- (b) None noted.

**Reader's Score:** 4

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

**1. Competitive Preference Priority 2: 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 educators 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 projects are designed to increase the number of well-prepared and diverse educators who are working with students and are focusing on underserved students. By increasing the number of teachers with certification or dual certification in a shortage area the project will support local schools. The project will design and implement a leadership program with project partners that will be highly effective for educators in the local area's high-needs schools. Teachers must develop a complex set of teaching skills, including culturally responsive pedagogy to meet the social, emotional, and learning needs of diverse learners. Project partners are committed to making program improvements to ensure that the teacher who complete the program are well prepared to provide students with a positive, safe, trauma-informed learning environment. (Pg. e. 21, 26)

**Weaknesses:**

None noted.

**Reader's Score:** 3

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

**1. Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs (Up to 2 points). (Both subfactors (a) and (b) must be addressed to get full 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. (1 pt)**

**(b) Implementing evidence-based practices for advancing student success for underserved students. Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas. (1 pt)**

**Strengths:**

(a) The applicant is providing an environment with fostering a sense of belonging and inclusion for underserved students (Pg 180-183)

(b) The project is based on implementing evidence-based practices to create highly effective educators for high-needs schools by adopting culturally responsive pedagogy to meet the social, emotional, and learning needs of their diverse learners. The focus of the program is to certify that are well prepared teachers and can provide students with a positive, safe, trauma-informed learning environment. The project is designed to increase the number of well-prepared and effective educators with certifications in teacher shortage areas that are serving underserved students. (Pg. e. 21)

**Weaknesses:**

(a) None noted.

(b) None noted

**Reader's Score: 2**

**Competitive Preference Priorities - Competitive Preference Priority 4****1. Competitive Preference Priority 4: 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 implements responses, and that may include pedagogical practices in educator preparation 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:**

(a, 2, 3, 4) The project will create enhancements to the local teacher education preparation program to integrate best practices to meet the social and emotional needs of students of elementary, middle, and high school students by training teachers to meet these needs. Once trained, teacher candidates will pass the Praxis licensure exam. With the support of project funding the leadership program will be redesigned and improvements will be made to the teaching residency program which will culminate in a master's in teaching (MAT) degree. (Pg. e. 19, 45)

b) That applicant will examine the sources of inequity and inadequacy and will address it through pedagogical practices in educator preparation programs and professional development programs. These programs are inclusive so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students. (Pg. e. 19, 45)

**Weaknesses:**

- (a) None noted.
- (b) None noted.

**Reader's Score: 2**

**Invitational Priorities - Invitational Priority 1**

**1. Invitational Priority 1: Partnership Grants for the Establishment of GYO Programs and Registered Apprenticeship Programs for K-12 Teachers. (No Points Awarded)**

Projects that establish or scale evidence-based and high quality GYO programs, including registered apprenticeship 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, by recruiting and developing teacher candidates from the communities the school or district serves. GYO programs must minimize or eliminate the cost of certification for teacher candidates and compensate educators for work in classrooms that is part of their certification program. Participants must not become the teacher of record prior to completing the certification program. Projects may also include high school dual-enrollment opportunities and registered teacher apprenticeship programs.

A project implementing a new or enhanced GYO program, including registered apprenticeship programs, must:

- (a) Be developed with the partner LEA to address the needs of its students and teachers;
- (b) Use data-driven strategies and evidence-based approaches to increase recruitment, successful completion, and retention of teachers supported by the project;
- (c) Provide standards for participants to enter into and complete the program;
- (d) Be aligned to evidence-based practices for effective educator preparation, and include practice-based learning opportunities linked to coursework that address state requirements for certification, professional standards for teacher preparation, culturally and linguistically sustaining pedagogies, and the established knowledge base for education, including the science of learning and development;
- (e) Have little to no financial burden for program participants, or provide for loan forgiveness;
- (f) Require completion of a bachelor's degree either before entering or as a result of the certification program;
- (g) Result in the satisfaction of all requirements or full state teacher licensure or certification, excluding emergency, temporary, provisional or other sub-standard licensure or certification; and
- (h) Provide increasing levels of responsibility for the resident/ GYO participant/ apprentice during at least one year of paid on-the-job learning/clinical experience, during which a mentor teacher is the teacher of record.

**Strengths:**

(a) The applicant and LEAs will serve as hosts to teachers and leader residents, support GYO recruitment efforts of EPPs and they will provide valuable feedback for the project. (g) The applicant expects the project will prepare 1,237 educators for certification, 670 of those will earn a MAT, and 490 will be dual certified, earning Special education or English Learners certification. 350 new educators will be enrolled GYO High School to Career Teacher Pathways Programs. The program is expected to recruit and prepare 182 leaders and 804 teachers to earn their educational leader and teacher certification. (Pg. e. 25, 35)

**Weaknesses:**

None noted.

Reader's Score: 0

### Invitational Priorities - Invitational Priority 2

#### 1. Invitational Priority 2: Supporting Early Elementary Educators and School Leaders.

Projects that include professional development programs, professional learning communities, and peer learning collaboratives to support elementary educators and school leaders in meeting the wide range of developmental strengths, needs, and experiences of students at kindergarten entry through the early grades with a focus on one or more of the following strategies:

- (a) Intentional collaboration for systemic alignment for continuity of services, supports, instruction, relationships, and data sharing across K-2;
- (b) Effective and intentional transitions into kindergarten and through the early grades;
- (c) Instruction informed by child development and developmentally informed practices;
- (d) Partnerships with parents, families and caregivers to allow successful family engagement and everyday school attendance.

**Strengths:**

Not Addressed.

**Weaknesses:**

Not Addressed.

Reader's Score: 0

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**Status:** Submitted

**Last Updated:** 07/11/2024 08:38 PM

Status: Submitted

Last Updated: 07/11/2024 04:23 PM

## Technical Review Coversheet

Applicant: Southern University at New Orleans (S336S240051)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	27
<b>Quality of the Evaluation Plan</b>		
1. Evaluation Plan	20	20
<b>Adequacy of Resources</b>		
1. Resources	30	30
<b>Quality of the Management Plan</b>		
1. Management Plan	20	15
<b>Sub Total</b>	100	92
<b>Priority Questions</b>		
<b>Competitive Preference Priorities</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	4
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	3
<b>Competitive Preference Priority 3</b>		
1. CPP 3	2	2
<b>Competitive Preference Priority 4</b>		
1. CPP 4	2	2
<b>Sub Total</b>	11	11
<b>Invitational Priorities</b>		
<b>Invitational Priority 1</b>		
1. IP 1	0	0
<b>Invitational Priority 2</b>		
1. IP 2	0	0
<b>Sub Total</b>	0	0
<b>Total</b>	111	103



# Technical Review Form

Panel #8 - TQP Panel - 8: 84.336S

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

Applicant: Southern University at New Orleans (S336S240051)

## Questions

### Selection Criteria - Quality of Project Design

#### 1. A. Quality of 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. (5 pts) (Logic model must be present to get all 5 pts)
- (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 pts)
- (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. (5 pts)
- (iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (5 pts)
- (v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project. (5 pts)
- (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. (5 pts)

#### Strengths:

- i. The applicant presents evidence for its rationale in its logic model (p. e23). It includes objectives, outcomes, and measures. For example, the second objective has the strategy of proving mentor teachers so that classroom teachers are trained and more certified teachers result (p. e67). Activities proposed such as the use of mentor teachers are researched based (p. e27).
- ii. The project shows evidence that its goals are specific and measurable. The application has a table with objectives for each goal, as well as measurable outcomes (p. e30). For example, under goal 2 of the education preparation program, the effective programs will result in 804 teachers who earn certification (p. e31).
- iii. The applicant has been a part of teacher preparation programs, including grow your own programs (p. e16). This project will expand on that foundation (p. e17). The applicant partnered with a national organization to ensure that it meets rigorous academic standards (p. e32). As evidence, it includes an appendix of measures of these standards of effectiveness (p. e235).
- iv. The applicant provides evidence that the project reflects up-to-date knowledge. The induction methods proposed have a research base. These include using mentor teachers and principals and ongoing field support from program experts (p. e27). In addition, it will train candidates in data literacy and collaborative learning which have a research base (p. e34).
- v. The application shows evidence for its use of performance feedback. The applicant will use data from surveys, focus groups, and experts to ensure the project meets workforce needs (p. e37). In addition, it will solicit feedback from teacher candidates thru a survey to identify program strengths and challenges (p. e37). There will be quarterly meeting of candidates as well as monthly meetings of project partners to share program strengths and discuss project practices (pp. e38-39). Furthermore, the evaluator will provide formative as well as summative reports to project leadership (p. 38).
- vi. The applicant indicates how the project will continue after the life of the grant. For example, the changes to the teacher programs will be embedded in the partner practice (p. e39). It also includes a table with ways that capacity will be

sustained (p. e40). In addition, the applicant has located sources of funding for its grow your own apprenticeship program that will continue project activities (p. e39).

**Weaknesses:**

- i. There were no weaknesses in this area.
- ii. No baseline data was given for some measures. For example, the outcome of increasing the diversity of certified mentor teachers has no baseline data (p. e31). More details are needed to show that the targets and goals are appropriate to the project.
- iii. There were no weaknesses in this area.
- iv. There were no weaknesses in this area.
- v. There were no weaknesses in this area.
- vi. There were no weaknesses in this area.

**Reader's Score: 27**

**Sub**

**1. Overview Statement**

**General:**

The applicant has created an adequate project design. It demonstrates a rationale, has a table of measurable goals and specific objectives, it is part of a comprehensive effort to improve teaching, it reflects current knowledge, includes feedback mechanisms, and will yield results beyond the life of the grant. However, several measures have no baseline information.

**Reader's Score:**

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

**1. B. Quality of the Evaluation Plan (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. (10 pts)**

**(ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (10 pts)**

**Strengths:**

- i. The project has several sources of valid data. The training partners will have candidate data, the evaluator will collect stakeholder data, and school partners will supply student achievement data (p. e42). In addition, the applicant has taken several steps to ensure reliability and validity. For example, surveys will be based on validated survey items (p. e43). Additional items will be pilot tested, and a factor analysis will be conducted (p. e43).
- ii. The applicant has a thorough evaluation plan, with formative feedback on project objectives, as well as a program impact on student outcomes (p. e41). It will use a mixed method evaluation for the formative and a quasi-experimental design for the program impact, which are both appropriate (p. e41) There is an evaluation table that includes data source, quarter collected and link to research question (p. e49). For example, for research question two, the evaluator will collect data about mentor teachers (p. e240).

**Weaknesses:**

- i. There were no weaknesses in this area.
- ii. There were no weaknesses in this area.

**Reader's Score: 20**

**Sub****1. Overview Statement****General:**

The project has an exemplary evaluation plan. It will use valid and reliable instruments in its data collection, and its methods are thorough and appropriate. It is a comprehensive, yet feasible plan.

**Reader's Score:**

**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. (6 pts)
- (ii) The extent to which the budget is adequate to support the proposed project. (6 pts)
- (iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (6 pts)
- (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. (6 pts)
- (v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (6 pts)

**Strengths:**

- i. The applicant provides evidence that the project is well-supported as training partners will supply classroom space, libraries, supplies and technical support (p. e50). The project leader will also supply personnel for financial and grant management (p. e50). Sub-contracts in the budget narrative also cover supplies needed by project partners (p. e51).
- ii. The applicant has provided evidence of its ability to manage the grant funds (p. e52). The budget includes areas such as fiscal administration, personnel, and equipment (p. e52). For example, stipends are an important part of the grant activities and these are considered in the budget (p. e52).
- iii. The applicant shows evidence that project costs are reasonable, as it costs an average of \$21,000 to recruit and hire one teacher (p. e15). The project will result in 182 individuals earning a master's degree with a cost of \$39,400. Another 490 will have certification in special education at a cost of less than \$2,500 each.
- iv. The applicant provides evidence of the project's sustainability in several ways. The applicant provides evidence of its history and success in teacher preparation programs (p. e17). In addition, it has worked to secure funding from multiple sources after the federal funds end (p. e54). As evidence, there is a table of its multi-year financial model (p. e55). It has provided evidence of stakeholder support, as there is a letter of support from the state board of education (p. e86). The

long-term success of the project is that the applicant will prepare a total of 986 educators over the life of the grant (p. e22). These will positively impact more than 13, 669 students (p. e22).

v. There are letters of commitment from all project partners (pp. e80-90). In addition, project partners have collaborated in the past on grow your own recruitment strategies (p. e56). As additional evidence of commitment, funding from the training partners result in a 100% match in federal funds (p. e56).

**Weaknesses:**

- i. There were no weaknesses in this area.
- ii. There were no weaknesses in this area.
- iii. There were no weaknesses in this area.
- iv. There were no weaknesses in this area.
- v. There were no weaknesses in this area.

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

The applicant has submitted an exemplary resource discussion. It demonstrates adequacy of resources, an adequate budget, reasonable costs, commitment of the partners and resources to continue the project after federal funding ends. It is a comprehensive description of the resources.

**Reader's Score:**

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

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

**The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the 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. (10 pts)**
- (ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (10 pts)**

**Strengths:**

- i. The applicant has a management plan, as described in a table by quarterly activities with staff responsible (p. e58). In addition, there are activities by year for each goal and objective. For example, the lead applicant will hire talent recruiters to select mentors in each year (p. e60). The application also has a table with milestones, personnel responsible with monthly and annual activities (pp. e242-245).
- ii. The applicant demonstrates that it has multiple feedback mechanisms for continuous improvement. For example, it will hold quarterly meetings to solicit feedback from stakeholders (p. e62). In addition, there will be annual surveys of candidates, teacher observations, quarterly data meetings for project staff and mentor surveys (p. e63). One project partner will serve as the conduit for feedback, which is a strength (p. e63).

**Weaknesses:**

i. It is unclear who composes the project leadership (p. e38). There will be centralized coordination through one partner, but it is not clear how other partners fit into the decision-making mechanism (p. e63). In addition, none of the key personnel have more than a .25 FTE dedication (p. e267). This will be insufficient time dedication in order to complete the project on time and within budget.

ii. There were no weaknesses in this area.

**Reader's Score: 15**

**Sub**

**1. Overview Statement**

**General:**

The project has an adequate management plan. It has a plan with responsibilities and timelines, as well as mechanisms for continuous improvement. However, the key personnel have little time dedication to the project, which may imperil the project's timely completion.

**Reader's Score:**

**Priority Questions**

**Competitive Preference Priorities - Competitive Preference Priority 1**

**1. Competitive Preference Priority 1: Increasing Educator Diversity (Up to 4 points).  
(Both subfactors (a) and (b) must be addressed to get full 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 502 of the HEA), Tribal Colleges and Universities (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. (2 pts)  
(Peer Reviewer please confirm that the proposed partner IHE meets the HBCU, HSI, TCU or other MSI status before points are awarded.)**

**(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. (2 pts)**

**Strengths:**

a. The applicant has provided evidence that it is one of the in Historically Black Colleges and Universities, and thus a qualified institution (p. e10). It will focus on recruiting teachers of color using community-based recruitment strategies (p. e10). The applicant will place teachers in high-need schools (p. e10). The applicant has provided a table with the demographics of the LEA, which demonstrates the diversity of the district and the high numbers of students of low income

(p. e204). After a one-year clinical experience, the teachers will be certified in special education, a high need area (p. e19). The dedicated recruitment managers of the training partners will work to remove financial barriers to attracting and supporting candidates (p. e232).

b. One of the four project goals is to increase the pool of diverse teacher candidates (p. e10). The applicant will develop community recruitment strategies to find teacher candidates. For example, community colleges and social media will be used to identify local talent (p. e24). The training partners will have dedicated recruitment managers to improve the diversity of teacher candidates (p. e232).

**Weaknesses:**

a. There were no weaknesses in this area.

b. There were no weaknesses in this area.

**Reader's Score: 4**

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

**1. Competitive Preference Priority 2: 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 educators 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 will use training strategies that have a statistically moderate rate of effectiveness, according to the What Works Clearinghouse, such as mentors and coaching (p. e10). As a strength, one of the four project goals is to increase the pool of diverse teacher candidates (p. e10). The applicant will develop community recruitment strategies to find teacher candidates. For example, community colleges and social media will be used to identify local talent (p. e24). All of the teacher candidates will be certified in special education, a high need area (p. e19). They will be trained with a focus on underserved students (p. e10).

**Weaknesses:**

There were no weaknesses in this area.

**Reader's Score: 3**

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

**1. Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs (Up to 2 points). (Both subfactors (a) and (b) must be addressed to get full 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. (1 pt)**

**(b) Implementing evidence-based practices for advancing student success for underserved students. Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas. (1 pt)**

**Strengths:**

- a. The applicant will promote equitable, identity-safe learning environments (p. e10). Project partners will make program enhancements to ensure candidates are well prepared to provide a positive, safe learning environment (p. e21). As evidence, the application includes descriptions of training topics in the areas of social emotional learning (pp. e180-183).
- b. The applicant will use strategies such as mentoring and coaching that have a moderate rate of effectiveness, according to the What Works Clearinghouse (p. e10). The training will focus on social-emotional learning to improve academic success of underserved students (p. e233). The applicant will place teachers in high-need schools (p. e10). The applicant has provided a table with the demographics of the LEA, which demonstrates the diversity of the district and the high numbers of students of low income (p. e204). Teacher candidates will be certified in special education, a high need area (p. e19).

**Weaknesses:**

- a. There were no weaknesses in this area.
- b. There were no weaknesses in this area.

**Reader's Score: 2**

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

**1. Competitive Preference Priority 4: 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 implements responses, and that may include pedagogical practices in educator preparation 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:**

- a. Teachers will be certified in either elementary or secondary special education (p. e19). The partners have provided evidence that they are committed to educational equity as noted in their letters of support (pp. e81, 84). In addition, the project will focus on social emotional learning, which will promote educational equity (p. e180).
- b. The applicant will promote equitable, identity-safe learning environments (p. e10). As evidence, the application includes

descriptions of training topics in the areas of social emotional learning (pp. e180-183). For example, teachers will be trained in trauma-informed and culturally-responsive practices (p. e233).

**Weaknesses:**

- a. There were no weaknesses in this area.
- b. There were no weaknesses in this area.

**Reader's Score: 2**

**Invitational Priorities - Invitational Priority 1**

**1. Invitational Priority 1: Partnership Grants for the Establishment of GYO Programs and Registered Apprenticeship Programs for K-12 Teachers. (No Points Awarded)**

Projects that establish or scale evidence-based and high quality GYO programs, including registered apprenticeship 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, by recruiting and developing teacher candidates from the communities the school or district serves. GYO programs must minimize or eliminate the cost of certification for teacher candidates and compensate educators for work in classrooms that is part of their certification program. Participants must not become the teacher of record prior to completing the certification program. Projects may also include high school dual-enrollment opportunities and registered teacher apprenticeship programs.

A project implementing a new or enhanced GYO program, including registered apprenticeship programs, must:

- (a) Be developed with the partner LEA to address the needs of its students and teachers;
- (b) Use data-driven strategies and evidence-based approaches to increase recruitment, successful completion, and retention of teachers supported by the project;
- (c) Provide standards for participants to enter into and complete the program;
- (d) Be aligned to evidence-based practices for effective educator preparation, and include practice-based learning opportunities linked to coursework that address state requirements for certification, professional standards for teacher preparation, culturally and linguistically sustaining pedagogies, and the established knowledge base for education, including the science of learning and development;
- (e) Have little to no financial burden for program participants, or provide for loan forgiveness;
- (f) Require completion of a bachelor's degree either before entering or as a result of the certification program;
- (g) Result in the satisfaction of all requirements or full state teacher licensure or certification, excluding emergency, temporary, provisional or other sub-standard licensure or certification; and
- (h) Provide increasing levels of responsibility for the resident/ GYO participant/ apprentice during at least one year of paid on-the-job learning/clinical experience, during which a mentor teacher is the teacher of record.

**Strengths:**

The applicant has a high school to career teacher program, focusing on building a lifelong career in the underserved schools (p. e16). This grow your own program is in association with the LEA partner (pp. e10, 16). It will focus on recruiting teachers of color using community-based recruitment strategies (p. e10). One of the four project goals is to increase the pool of diverse teacher candidates (p. e10). These candidates will be required to have a bachelor's degree and have full state teacher licensure by the end of the program (p. e19). The applicant will use evidence-based strategies to train teachers that have a moderate rate of effectiveness, including the use of mentors and stipends (pp. e10, e35). The applicant will place teachers in high-need schools (p. e10). The applicant has provided evidence that more than 85% of



the students in the partner LEA are low income (p. e10). The teachers will have a one year living stipend, and they will be assigned a mentor teacher (p. e24).

**Weaknesses:**

There were no weaknesses in this area.

**Reader's Score: 0**

**Invitational Priorities - Invitational Priority 2**

**1. Invitational Priority 2: Supporting Early Elementary Educators and School Leaders.**

**Projects that include professional development programs, professional learning communities, and peer learning collaboratives to support elementary educators and school leaders in meeting the wide range of developmental strengths, needs, and experiences of students at kindergarten entry through the early grades with a focus on one or more of the following strategies:**

- (a) Intentional collaboration for systemic alignment for continuity of services, supports, instruction, relationships, and data sharing across K-2;**
- (b) Effective and intentional transitions into kindergarten and through the early grades;**
- (c) Instruction informed by child development and developmentally informed practices;**
- (d) Partnerships with parents, families and caregivers to allow successful family engagement and everyday school attendance.**

**Strengths:**

This invitational priority was not addressed (p. e10).

**Weaknesses:**

This invitational priority was not addressed (p. e10).

**Reader's Score: 0**

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