

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

Status: Submitted

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## Technical Review Coversheet

Applicant: University of Louisiana at Lafayette (S336S240069)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	28
<b>Quality of the Evaluation Plan</b>		
1. Evaluation Plan	20	20
<b>Adequacy of Resources</b>		
1. Resources	30	27
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Sub Total</b>	100	95
<b>Priority Questions</b>		
<b>Competitive Preference Priorities</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	2
<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	9
<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 #3 - TQP Panel - 3: 84.336S

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

Applicant: University of Louisiana at Lafayette (S336S240069)

## 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 includes a well-defined rationale that is based on previous data collection and analysis. For example, the project objectives are based on previous work done by partnerships in the application to prepare for the funding opportunity (p. e16). The logic model included to guide the project activities is thorough and includes elements necessary for the successful implementation of the project (p. e88). (5pts)
- (ii) The goals and objectives are clearly identified and include well developed measures. For example, each objective has clearly defined activities that are associated with outcome that includes the associated inputs and strategies for accomplishment (p. e88). (3pts)
- (iii) The proposed project is clearly part of an interconnected system that is designed to improve teacher preparation, transition to the teaching role and to have an impact student achievement. For example, the goals and objectives move seamlessly through each element of teacher preparation with a strong partnership between the universities and the school districts (p. e26). The project includes all levels of education to build their successful program. For example, the focus on exposure and involvement of high school students in the program to potentially lead to future teachers is an innovative approach that could lead to promising results (p. e29). (5pts)
- (iv) The project includes several highly effective research-based practices that will work to achieve the desired outcomes of the activities. For example, the use of a Networked Improvement Community (NIC) is a current research-based practice in Improvement Science that will drive collaboration and provide a structure for problem identification and solving (p. e15). In addition, the journey mapping process completed in the project is a well-researched means of illustrating a process for involved individuals (p. e17). (5pts)
- (v) The applicant includes a thorough plan to collect, analyze and provide formative feedback to all individuals involved in the project. For example, the use of the Objective and Key Results (OKR) process will allow for ongoing review of collected data that will iterate towards the desired outcomes (p. e42). (5pts)

(vi) The systems developed to improve the teacher preparation and teaching practice through the planned activities in the project will build the capacity necessary to have a lasting impact on the participating teachers and districts. For example, the sustainable system proposed in Goal 4 will be something that can be continued long after the funding ends (p. e27). The proposed professional learning based on needs and research based practices outlined in the narrative will serve to encourage retention in participants which will build capacity and yield lasting results (p. e31). (5pts)

**Weaknesses:**

- (i) No weaknesses were noted.
- (ii) The goals lack values or data points that would allow for clear measures. For example, the outcome for Objective 1.b lacks a clear measure of the promotion of alignment (p. e89).
- (iii) No weaknesses were noted.
- (iv) No weaknesses were noted.
- (v) No weaknesses were noted.
- (vi) No weaknesses were noted.

**Reader's Score: 28**

**Sub**

**1. Overview Statement**

**General:**

The applicant includes a well-developed project that is guided by a needs assessment which will serve to increase the access to teaching programs and opportunities.

**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 evaluation plan identifies the many high quality data collection tools that will be used to measure the goals and objectives as key elements to used and analyzed during the project. For example, the evaluation will use the results of the Goal 4 to determine the impact of the program on teacher recruitment (p. e95). The narrative proposes to use many data collection elements to address research questions associated with the evaluation of the project. For example, survey data will be used to answer evaluation questions about program outcomes such as "What factors impede or enhance progress toward project foals and outcome?" (p. e43). (4pts)
- (ii) The evaluation methods are appropriate to gather data around the goals and objectives of the project and to

provide data on the implementation of activities and the associated outcomes. For example, the many data collection tools proposed in the evaluation will allow for a clear understanding of the impact of the project on recruitment for the participating university and school districts (p. e44). (5pts)

**Weaknesses:**

- (i) No weaknesses were noted.
- (ii) No weaknesses were noted.

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**General:**

The evaluation plan is well developed and will provide useful information to project staff regarding the implementation 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 project narrative outlines a clear breakdown of supports that will be provided by the applicant's university and the partnering schools districts. For example, the project will have access to facilities and in-kind human capital to implement the planned project (p. e47). (6pts)
- (ii) The proposed budget is clearly adequate to support the activities associated in the proposed project. For example, the funding provided in both federal and in-kind contributions is sufficient to implement the various activities proposed (p. e47). The budget narrative includes sufficient detail related to how funds will be appropriated and why they will be used in the manners proposed. For example, the narrative justifies the expense of supporting the teacher induction programs and the rationale behind various amounts each year (p. e227). (6pts)
- (iii) The proposed budget includes reasonable costs associated with the activities proposed in the project. For

example, the costs for salaries and benefits for the involved staff members are appropriate (p. e211). (6pts)

(iv) The narrative includes a clear description of how the project will continue beyond the funding period. For example, the proposed systems to be developed during the funding period can be maintained beyond the funding period (p. 49). (3pts)

(v) The applicant provides ample evidence of the ongoing support of the identified partners. For example, the partner school districts each include a support letter that includes the amount of direct funding they will provide to the match each year (p. e198). (6pts)

**Weaknesses:**

(i) No weaknesses were noted.

(ii) No weaknesses were noted.

(iii) No weaknesses were noted.

(iv) It is unclear how the funding for the staff positions will continue once the project ends. For example, it is unclear how the approximately \$100,000 per year for associated staff members will be funded (p. e212).

(v) No weaknesses were noted.

**Reader's Score: 27**

**Sub**

**1. Overview Statement**

**General:**

The application includes a sufficient outline of the resources identified for the project which appear to be adequate for the implementation of the planned activities.

**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 included in the narrative is well developed and includes a clear timeline, responsibilities and the associated milestones for the project. For example, each objective is represented in Table 1 with a breakdown of each activity and when then will occur (p. e52). The key program personnel associated with the project have sufficient background and expertise to conduct a project of this size and scope. For example, Drs. Williams, Sheppard, & Barber

have specific grant award experience that correlates to the type of funding being sought (p. e163, e109, & e101). (10pts)

(ii) The narrative provides many opportunities for feedback regarding the implementation of the project. For example, the internal data being collected to inform the 90-day cycle of improvement will allow for modifications to be made as needed (p. 58). (10pts)

**Weaknesses:**

- (i) No weaknesses were noted.
- (ii) No weaknesses were noted.

**Reader's Score: 20**

Sub

**1. Overview Statement**

**General:**

The project includes a well-developed management plan that outlines timelines, responsibilities and milestones to guide and oversee the planned activities.

**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) No strengths were noted. (0pts)
- (b) The proposed project infuses specific to promote diversity in the recruitment process and the preparation of teachers. For example, the narrative outlines a plan to engage with diverse students to collect information to better inform

and update the recruitment process (p. e35) (2pts)

**Weaknesses:**

(a) The project is not being conducted in a Historically Black College or University (eligible institutions under part B of title III and subpart 4 of part A title VII of the HEA), Hispanic Serving Institution (eligible institutions under section 502 of the HEA), Tribal College and University (eligible institutions under section 316 of the HEA), or other Minority Serving Institution (eligible institutions under title III and title V of the HEA).

(b) No weaknesses were noted.

**Reader's Score: 2**

**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 narrative includes a discussion of how the project will use tolls within the planned activities to collect, analyze and refine the recruitment and retention process during the implementation of the project to increase participation of a diverse teaching pool (p. e35). (3pts)

**Weaknesses:**

No weaknesses were 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:**

The project plans to include effective SEL strategies that will occur in the offering provided throughout the funded period. For example, the teacher preparation coursework will include elements of SEL and culturally responsive teaching (p. e37). (2pt)

**Weaknesses:**

No weaknesses were 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)The applicant works with High School students (p. e37)
- (b)The narrative includes convincing evidence of how the applicant will use tools developed for the project to address barriers to involvement in the project. For example, the journey mapping process will allow for the identification of barriers that could be addressed throughout the project (p. e37).

**Weaknesses:**

No weaknesses were 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:**

The proposed program meets all the required areas of the GYO program and satisfies the requirement for Invitational Priority 1.

**Weaknesses:**

No weaknesses were 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:**

NA

**Weaknesses:**

NA

**Reader's Score:**     **0**

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**Status:**           Submitted

**Last Updated:**   07/15/2024 12:19 PM

Status: Submitted

Last Updated: 07/15/2024 01:18 PM

## Technical Review Coversheet

Applicant: University of Louisiana at Lafayette (S336S240069)

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

	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	27
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Sub Total</b>	100	94
<b>Priority Questions</b>		
<b>Competitive Preference Priorities</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	2
<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	9
<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 #3 - TQP Panel - 3: 84.336S

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

Applicant: University of Louisiana at Lafayette (S336S240069)

## 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:

1. In an exceptional way, the applicant provided a detailed rationale that is supported by various evidenced based research and real-life prior experiences. For example, the applicant provided a well-organized and detailed Logic Model that identifies the applicant's proposed inputs, outputs, activities, short-term outcomes and long-term outcomes. The applicant's Logic Model is supported by research studies and researched best practices to further support their project rationale. The applicant's proposed project will a multi-year system for partnering LEAs focused on systematic and tailored support. The program will create a timeline and flowchart for teachers to use as a way to identify who, when, and how to receive assistance in the many facets of their professional roles. The applicant's proposed project follows the frameworks Carver-Thomas (2018) and Jennings & Greenberg (2009) (e31-36)

2. In adequate ways, the applicant provided goals, objectives, and outcomes to be achieved by the proposed project that are clearly specified. For example, the applicant's proposed project includes five overall project goals and multiple objectives. A noted goal is to improve teacher preparation programs through strengthened communication between LEAs and IHEs. A noted objective is to leverage universal transfer pathways and 2-year/4-year IHE course alignment for increased access to certification. (e90-98)

3. In exceptional ways, the applicant provided a comprehensive plan to demonstrate that the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. For example, the applicant's proposed project includes ongoing performance assessments to monitor student learning and growth, clinical experiences with dedicated coaching, involvement in mentoring and induction in the field. In addition, the applicant proposes cross-organizational input and implementation across five LEAs and two IHEs to better align efforts and rigorous standards across programs. (e40)

4. In an exceptional way, the applicant clearly demonstrated that the design of the proposed project reflects up-to-date knowledge from research and effective practice. For example, the applicant's proposed project is supported by research from Bryk et al., (2015) and Russell et al., (2021). The research provided by the applicant demonstrates research on how to create effective networked improvement communities for ongoing, sustained partner engagement. (e41)

5. In exceptional ways, the applicant described the extent to which performance feedback and continuous improvement are integral to the design of the proposed project. For example, the applicant provided a detailed flow chart that demonstrates a clear plan to ensure performance feedback to support continuous improvement. The applicant's proposed feedback plan will focus on processes and outcomes associated with the project's goals and objectives while also monitoring progress toward the ideal outcomes. The applicant proposed to implement quarterly meetings to ensure that all stakeholders are informed, and action is taken early to address any program implementation issues. (e42)

6. In adequate ways, the applicant provided a narrative describing how the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. For example, the applicant cites the long-term outcomes for partner LEAs and provided multiples to support this claim. In addition, the applicant's partnering LEAs indicated in-kind matching costs related to the goals and objectives of this project. (e42)

**Weaknesses:**

1. No weaknesses noted.
2. The applicant's proposed goals and objectives lack measurability. For example, the applicant's narrative does not include baseline data for each objective and goal. In addition, the applicant's does not present a specific plan to measure project goals and objectives. The applicant's goals and objectives only seek to "improve" or "increase". No numerical data is given to measure the success or each goal and objective. (e90-98)
3. No weaknesses noted.
4. No weaknesses noted.
5. No weaknesses noted.
6. No weaknesses noted

**Reader's Score: 27**

**Sub**

**1. Overview Statement**

**General:**

Overall, the applicant's project design is of an adequate level. The applicant provided a rationale for the proposed project design. The applicant's narrative includes multiple researched best practices and evidence from relevant literature that justifies their project design. The applicant provided a high-quality review of the relevant literature, a high-quality plan for project implementation. However, more information is needed describing the ways which the proposed objectives will be measured.

**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:**

1. In an exceptional way, the applicant provided a well-organized evaluation plan that clearly presents the methods of evaluation that will provide valid and reliable performance data on relevant outcomes. For example, the applicant provided a well-organized and detailed narrative and table that describes an evaluation plan which identifies specific objectives and aligns them to performance measures, data collection tools and the target goal. The applicant's evaluation plan provided multiple summative and formative data collection methods. In addition, the applicant provided multiple quantitative and qualitative data sources. Furthermore, the applicant proposes to form an evaluation team which will track grant-funded activities. Formal evaluations will be used to monitor project progress, collect data, and compile qualitative and quantitative information throughout the project. Data will be collected semi-annually. (e43-46)
2. In exceptional ways, the applicant clearly presented the extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. For example, the applicant proposes to collect multiple qualitative and quantitative data sources. The data sources to be collected include interviews, focus group interviews, surveys from project team, partners, and participants, and analysis of LEA and IHE data sets. Furthermore, the applicant's narrative includes multiple guiding questions for which the program outcomes will follow. Semi-annual and annual reports will be prepared and presented to stakeholders. (e43-46)

**Weaknesses:**

1. No weaknesses noted.
2. No weaknesses noted.

**Reader's Score: 20**

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

Overall, the applicant submitted an exceptional level evaluation plan. The applicant's evaluation plan is well-written and comprehensive. The applicant will gather and analyze multiple quantitative and qualitative data points. The proposed evaluation plan is high quality and ensures that the proposed project can be implemented successfully.

**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:**

1. In exceptional ways, the applicant clearly demonstrated the adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. For example, the applicant cites their institution as an R1 Carnegie classified research institution. The applicant's narrative cites that they are the second largest university in their state. The applicant asserts that their institution's campus includes up-to-date technology and resources for research and learning. The applicant proposes in-kind commitments of six teacher educators and administrators, SoLacc leadership, district leaders, district staff working directly with Educators Rising clubs and courses, and district staff supporting induction programs (e47)
2. In exceptional ways, the applicant provided a justifiable budget narrative that shows that the proposed costs are necessary and reasonable in relation to the project's objectives and scope. For example, the applicant provided a detailed budget narrative indicating how funds will be allocated for each year of the project. The applicant's proposed project budget is \$3,143,881 The applicant provided a detailed table that aligns cost with project categories. (e208-212)
3. In exceptional ways, the applicant presented the extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. For example, the applicant provided a detailed table that clearly presents project cost. The project cost will fund project staff, project activities, research and continuing education efforts. The cost appears reasonable in nature and are aligned the applicant's proposed project objectives and activities. (e208-212)
4. In adequate ways, the applicant provided a narrative that describes the extent to which it has the resources to operate the project beyond the length of the grant; the demonstrated commitment of any partners; and evidence of broad support from stakeholders critical to the project's long-term success. For example, with letters of support, the applicant clearly demonstrated long-term partnerships with multiple LEAs, non-profit organizations and government entities. The applicant asserts that they are committed to continued innovation and sustainability of high-quality teacher preparation pathways. Post grant, the applicant proposes to continue key faculty and program resources. (e49)
5. In an exceptional way the applicant clearly demonstrated commitment of each partner in the proposed project to the implementation and success of the project. For example, the applicant's applicant includes multiple letters from various school districts, non-profits and governmental offices. The letters submitted in the applicant's applicant shows that the applicant has multiple trusted and longstanding partnerships that will work in concert to ensure the implementation of high-quality induction programs. (e49)

**Weaknesses:**

1. No weaknesses noted.
2. No weaknesses noted.
3. No weaknesses noted.
4. The applicant's narrative that describes the extent to which it has the resources to operate the project beyond the length of the grant lacks specificity and is incomplete. For example, the applicant narrative does not include a multi-year financial and operating model and accompanying plan as requested in this criterion. In addition, the applicant's narrative states that they will continue with key faculty and program resources. However, the faculty and resources that will remain and not specifically stated. Therefore, more specificity is needed. (e49)
5. No weaknesses noted.

**Reader's Score: 27**

**Sub****1. Overview Statement**

**Sub**

**General:**

In adequate ways, the applicant described their resources to be used for the proposed project. For example, the applicant clearly demonstrated that they have support from multiple stakeholders. The applicant will provide proposes in-kind commitments of six teacher educators and administrators, SoLacc leadership, district leaders, district staff working directly with Educators Rising clubs and courses, and district staff supporting induction programs. However, the applicant's narrative is incomplete as it relates to demonstrating the resources to operate the project beyond the length of the grant.

**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:**

1. In an exceptional manner, the applicant provided a detailed description of their proposed management plan. The plan proposed by the applicant appears to be high quality and is likely to ensure efficient and effective project implementation. For example, the project will be led by a Project Director. The Project Director will lead the project's implementation and provide oversight to the project staff. The Project Director will review project cost and ensure alignment to work. The applicant proposes several full and part-time staff positions to fulfil the goals and objectives of this project. Each of the proposed staff member's roles and responsibilities are clearly outlined. With regards to proposed project timeline, the applicant has provided a justifiable timeline for each proposed project activity. For example, the applicant provided a comprehensive table outlining each project activity, milestones/benchmarks, deadline for task completion and the person (s) responsible for overseeing that particular activity. (e55-58)

2. In exceptional ways, the applicant provided a detailed plan to ensure feedback and continuous improvement in the operation of the proposed project. For example, the applicant proposes to hold semi-annual meetings. The applicant proposes to produce semi-annual and annual external evaluation reports that will include executive summaries, detailed findings, recommendations, and action plans. Evaluations will be prepared. by an external evaluation team. (e58)

**Weaknesses:**

- 1. No weaknesses noted.
  
- 2. No weaknesses noted.

Reader's Score: 20

Sub

### 1. Overview Statement

#### General:

The applicant's quality of management plan is exceptional. The applicant's proposed management plan demonstrates a high level of ability amongst project staff to ensure the success of a project of this magnitude. The applicant provided a detailed budget table and narrative that is aligned with achieving the proposed project objectives. The applicant provided a narrative that describes their proposed project timeline, and milestones for accomplishing tasks. The applicant's management plan is comprehensive. The applicant's management plan is detailed in nature.

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) No strengths noted.

(B) The applicant's proposed project addresses this competitive priority sub-section in an exceptional way. For example, the applicant's proposed project includes a plan to actively recruit and retain teachers of color. The applicant proposes to hold focus groups with students of color, males, and first-generation students involved in pre-educator programming. (e34)

#### Weaknesses:

(A) Not addressed.

(B) No weaknesses noted.

Reader's Score: 2

### 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's proposed project addresses this competitive priority in an exceptional way. For example, the proposed project includes a pre-baccalaureate matriculation program that provides additional support to throughout middle and high school to becoming educator. In addition, the applicant's partner districts will provide financial aid and certification exam prep courses. (e35)

**Weaknesses:**

No weaknesses 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's proposed project addresses this competitive priority in an exceptional way. For example, the applicant's narrative asserts that aspiring teachers will receive opportunities to employ social, emotional, and academic support with younger students in clinical opportunities.

(B) In addition, culturally responsive teaching content is also included in course content. (e36)

**Weaknesses:**

No weaknesses 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) The applicant's proposed project addresses this competitive priority in an exceptional way. For example, the applicant proposes to implement the proposed project in several school districts. The project will be implemented across multiple grade levels K-12. The proposed project will impact approximately 69,000 K-12 students.

(B) The applicant provided a plan that develops and trains teachers that work in title-1 schools. The applicant provided a plan that promotes the development of strong educators.

#### Weaknesses:

No weaknesses 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:**

The applicant's narrative includes an exceptional plan that meets this invitational priority. For example, the proposed project will build a regional network to create and sustain a diverse and high-quality teaching workforce to improve educational opportunities and student achievement. The program will increase the number of highly qualified teachers in partnering districts. The applicant's narrative presents a justifiable plan to recruit, prepare, and support teachers. (e37-38)

**Weaknesses:**

No weaknesses 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:**

No strengths noted

**Weaknesses:**

Not addressed

**Reader's Score:** 0

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**Status:** Submitted

**Last Updated:** 07/15/2024 01:18 PM

Status: Submitted

Last Updated: 07/15/2024 02:38 PM

## Technical Review Coversheet

Applicant: University of Louisiana at Lafayette (S336S240069)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	26
<b>Quality of the Evaluation Plan</b>		
1. Evaluation Plan	20	20
<b>Adequacy of Resources</b>		
1. Resources	30	27
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<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	2
<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	9
<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	102

# Technical Review Form

Panel #3 - TQP Panel - 3: 84.336S

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

Applicant: University of Louisiana at Lafayette (S336S240069)

## 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:

1. The applicant has presented an adequate rationale, supported by evidence-based research and practical experience. The significance of the problem is well-documented by recent data and studies, which highlight a need for a system to grow more certified and diverse educators. E9 Notably, the detailed Logic Model is cohesive and outlines the key inputs, activities, outputs, and outcomes/objectives aimed at increasing the number of effectively prepared, diverse educators. The project aims to improve teacher recruitment and retention by building sustainable systems for recruiting diverse and High-quality Teachers and enhance new teacher support and professional learning opportunities for improved retention. E12

2. The goals of the proposed project are clearly articulated and directly address the identified needs. Specifically, the project focuses on increasing the number of highly qualified teachers by identifying the workforce needs of partner LEAs. To address this need, the project aims to create a networked, regional ecosystem that strengthens the connections between the workforce and education, thereby improving teacher recruitment into high-need areas. E14

3. The proposed project is a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. For example, the intensive clinical experiences with each pedagogy course and a yearlong residency prior to graduation provides teacher candidates with hands-on, practical experience in the classroom. Additionally, the enriched clinical experience, dedicated coaching, involvement in mentoring and induction, and improved literacy courses enhances the quality of the clinical experience for teacher candidates, ultimately leading to increased student achievement. E39-40

4. The applicant has clearly demonstrated, in an adequate manner, that the design of the proposed project reflects up-to-date knowledge from research and effective practice. For example, the project includes specific strategies such as creating student journey maps, improving teacher preparation through vertical alignment and inquiry skill development, and enhancing new teacher support through professional learning communities. These targeted strategies are designed to address identified needs effectively. E42

5. The applicant has adequately described how performance feedback and continuous improvement are integral to the design of the proposed project. Specifically, the use of co-constructed OKRs on a 90-day cycle allows for regular, systematic reviews of progress and quick identification and resolution of issues. This ensures the project remains on track and adapts to any challenges promptly. E42 Additionally, the quarterly meetings led by experienced team members, ensure that all stakeholders are informed and engaged in the continuous improvement process. This fosters transparency and accountability.

6. The project exceptionally presents a narrative detailing its design to enhance capacity and achieve sustainable results beyond the period of federal financial assistance. For example, each LEA has submitted letters of intent to collaborate, signed by district superintendents. This demonstrates a strong commitment and buy-in from key stakeholders, which is crucial for the project's success and sustainability. E42

**Weaknesses:**

1. No weaknesses noted
2. While the project outlines goals and objectives, it lacks detailed implementation plans for how these objectives will be achieved. More specifics on the steps, timelines, and resources required for each objective would strengthen the proposal. E93
3. No weaknesses were noted.
4. No Weaknesses were noted
5. No Weaknesses were noted
6. No weaknesses were noted

**Reader's Score: 26**

**Sub**

**1. Overview Statement**

**General:**

The proposed project exemplifies a robust and innovative design aimed at addressing the need to grow more certified and diverse educators. The project leverages proven, research-based strategies and interventions that have demonstrated success in aimed at improving teacher retention and recruitment of high-quality teachers. The project is designed with sustainability and scalability in mind.

**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:**

1. The evaluation methods outlined in the project demonstrate a strong potential to yield valid and reliable performance data on relevant outcomes. The project presents a well-structured approach to data collection as presented. For example, the evaluation plan will be led by Steady State Impact, will focus on processes and outcomes associated with the project's goals and objectives while also monitoring progress toward the ideal outcomes outlined in the co-constructed Objectives and Key Results. E43 In addition, the applicant provided multiple quantitative and qualitative data sources.

2. The proposed evaluation methods align appropriately with the project's goals, objectives, and outcomes. The applicant plans to gather valid and reliable performance data. Qualitative and quantitative data will be collected semi-annually through individual interviews, focus group interviews, surveys from project team, partners, and participants, and analysis of LEA and IHE data sets relating to this project. This diverse data collection enhances the reliability of the evaluation. These data collection methods will generate recommendations for program improvements. The feasibility of the evaluation is well-supported by practical implementation strategies, realistic timelines, and sufficient resource allocation. These methods are directly aligned with the project's goals and objectives, ensuring that the collected data accurately reflects the project's impact. E45

**Weaknesses:**

- 1.No weaknesses were noted
2. No weaknesses were noted

**Reader's Score: 20**

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

The proposed project's evaluation plan is meticulously designed to ensure rigorous assessment and continuous improvement of the project's outcomes. The evaluation plan is built around clear, specific, and measurable objectives that align with the project's goals. The plan outlines a variety of data collection methods, including surveys, interviews, focus groups, and standardized assessments. The evaluation plan includes a clear strategy for reporting findings to various stakeholders, including funders, school administrators, and the wider educational community

**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:**

1. The applicant exceptionally demonstrates support for the proposed project through the availability of appropriate facilities, equipment, supplies, and other resources at UL Lafayette and its College of Education and Human Development (COEHD). Additionally, SoLacc, a comprehensive multi-campus public two-year institution of higher education, offers state-of-the-art facilities and technology to support the project. Partner LEAs also provides leveraged resources, including facilities and classrooms, libraries, technology, and functional departments, further enhancing the project's capacity and reach. E46

2. The proposed budget of \$572,246.00 is comprehensively aligned with the project's goals and objectives, detailing costs across various categories with resources appropriately allocated to support key components. For instance, allocating key funds for new teacher support and professional learning opportunities highlights the project's focus on improving teacher retention, a critical factor in long-term educational success. E48

3. The applicant has demonstrated that the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project, albeit in a limited way. For example, the narrative specifies that only federal funds necessary to build upon existing resources are being requested. The focus on essential expenditures, a reasonable staffing structure, in-kind matching funds, and robust budget oversight underscores the project's commitment to fiscal responsibility. E48

4. The applicant provided adequate details on the extent to which the project demonstrates that it has the resources to operate beyond the length of the grant. The narrative states that efforts to improve UL Lafayette's Teacher Preparation Programs (TPPs) will be systemized and embedded into the ongoing work of the College of Education and Human Development (COEHD). This integration into existing structures enhances sustainability. These efforts position the project well for long-term sustainability and impact. However, the project will benefit from more specific details on financial sustainability, metrics for success, and stakeholder involvement. Addressing these areas would provide a more robust and comprehensive plan for sustaining the project's initiatives in the long term. E49

5. The proposed project clearly demonstrates a strong, diverse partnership dedicated to improving teacher quality through a collaborative process, with documented commitments from all partners. By outlining the specific roles and contributions of the colleges, the core project team, and the partnering high schools the narrative provides a comprehensive overview of how each partner's involvement is crucial to achieving the project's goals. E49

**Weaknesses:**

1. No weaknesses noted
2. No weaknesses noted
3. No weaknesses noted

4. The narrative does not address the financial aspects of sustainability in detail. Including information on potential funding sources or strategies for securing financial resources beyond the grant period would provide greater confidence in the project's long-term viability. E49

5. No weaknesses were noted

**Reader's Score: 27**

**Sub**

**1. Overview Statement**

**General:**

The proposed project demonstrates a strong commitment to leveraging diverse resources and partnerships to enhance teacher quality and retention. The support from UL Lafayette and its College of Education and Human Development (COEHD) is evident through the availability of appropriate facilities, equipment, and supplies. A well-detailed budget aligns with the project's goals and objectives, with funds strategically allocated to support key components like new teacher support and professional learning opportunities, underlining the project's focus on improving teacher retention.

**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:**

1. The project's management plan is adequate to achieve the objectives on time and within budget. The management structure is detailed in Table 1 (E52), highlighting the involvement of key service providers across various functions. This structured approach ensures that responsibilities are well-defined and distributed among competent individuals and groups. The qualifications and credentials of the projects team members are provided in Appendix D. The project provides specific details on timelines and milestones for accomplishing project tasks.
2. The project adequately provided a detailed plan to ensure feedback and continuous improvement. The narrative outlines procedures for ensuring feedback and continuous improvement, with a well-embedded feedback loop, a focus on valuable data, facilitation by Steady State Impact, and a structured reporting approach. Additionally, quarterly OKR meetings, led by Drs. Williams and Sheppard, ensure that all stakeholders are informed and engaged in the continuous improvement process. This active engagement is crucial for the project's success. E58

**Weaknesses:**

- 1.No weaknesses were noted
2. No weaknesses were noted

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**General:**

The project's management plan is comprehensive and designed to achieve objectives on time and within budget. The project includes specific details on timelines and milestones for accomplishing tasks, demonstrating a clear path to achieving project goals. The narrative outlines procedures with a well-embedded feedback loop, emphasizing the collection and utilization of valuable data.

**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:**

1. Not addressed
2. The proposed project adequately addresses competitive priority subsection (b) by creating a recruitment effort of diverse students.

**Weaknesses:**

- a. No weaknesses noted
- b. No weaknesses noted

**Reader's Score: 2**

## 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 proposed project effectively addresses the competitive priority by the journey maps developed within this project are focused on identifying barriers along the multiple journeys toward becoming an educator and thriving in the field. Furthermore, the project will address first-generation and socioeconomically disadvantaged students by providing additional support throughout their middle and high school journey to becoming educators and during pre-baccalaureate matriculation. E35

#### Weaknesses:

No weaknesses were 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. Not addressed

b. The applicant's proposed project addresses this competitive priority sub-section adequately. Aspiring educators will receive opportunities to employ social, emotional, and academic support with younger students in rich clinical experience opportunities in local feeder schools. E36

**Weaknesses:**

- a. No weakness noted
- b. No weaknesses 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:**

The proposed project adequately addresses this competitive priority subsection (a) by addressing educator workforce vacancies within school districts clustered within the south-central region of the state of Louisiana. E12 The proposed project addresses subsection (b) by effectively identifying and improving barriers standing in the way of aspiring educators who may not have previously envisioned themselves for college and career. The previously piloted Student Journey Map will serve as a baseline for equity barrier identification and will grow and expand throughout the span of the grant. Leveraging strong partnerships with regional LEAs and resources across all project partners. E37

**Weaknesses:**

- a. No weakness noted
- b. No weakness 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:**

The project addresses Invitational Priority 1 by establishing cyclic pathway of supports starting in middle school that follows participants into a thriving career, where they can drive support for the next generation of teachers so the cycle is ongoing. To complement this cycle, the LWC's partnership on this project adds the development of a Registered Teacher Apprenticeship to add financial incentives for aspiring educators to return to teach in their home district. E38

#### **Weaknesses:**

No weaknesses 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:**

**Weaknesses:**

**Reader's Score:**

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