

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

Status: Submitted

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## Technical Review Coversheet

Applicant: Voorhees College (S336S200021)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Adequacy of Resources</b>		
1. Resources	30	30
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Sub Total</b>	100	100
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Opportunity Zones	3	3
<b>Competitive Preference Priority 2</b>		
1. New Grantees	3	3
<b>Sub Total</b>	6	6
<b>Total</b>	106	106

# Technical Review Form

Panel #4 - FY20 Teacher Quality Partnership - 4: 84.336S

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

Applicant: Voorhees College (S336S200021)

## Questions

### Selection Criteria - Quality of Project Design

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

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

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

(iii) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.

(vi) 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.

#### Strengths:

(i) The application provides a comprehensive description on how the proposed project demonstrates a rationale. The proposed project, V-NET, will build a network of support for educators to improve their practice and increase student achievement in high-need schools in South Carolina's Federal Opportunity Zones. The Planning Team of the applicant college and public school educators, as well as leaders in the field of improving educator practice conducted a thorough needs assessment; completed an extensive review of teacher quality research and assessed the impact of evidence-based practices to inform how the proposed project initiative will be implemented while maintaining a strong foundation which shows Evidence of Effectiveness that meets the rigorous standards of the What Works Clearinghouse (WWC); and prepared a Logic Model that ground V-NET in strong theory (rationale) aligned to the evidence of effectiveness. The V-NET Planning Team adopted a validated Logic Model framework that was initially developed by the Regional Educational Laboratory (REL) Northeast and Islands, in collaboration with West Ed that reflects the proposed FORECAST evaluation strategy to outline the project. The Logic model will guide the process and outcome evaluation that focuses on relationships between services, and the goals, objectives, and outcomes of the proposed project. The Logic Model provides a detailed description of the goals, objectives, inputs, activities, outputs, short-term outcomes, mid-term outcomes, and long-term outcomes. (pg. e19-e24)

-The application provides a clear evidence of effectiveness that confirms practices are based on strong evidence of support according to What Works Clearinghouse standards. The application identifies two studies that confirm practices are based on strong evidence of support: Professional Development and Coaching; and Professional Learning. For each study, the application clearly describes the citation, WWC rating, process, evidence, citation outcomes, and relevance to project. (pg. e22-e23)

(ii) The application clearly describes goals, objectives, and outcomes to be achieved by the proposed project that are clearly specified and measurable. The applicant thoroughly describes objectives, outcomes, and performance measures. The application describes clear performance measures for Certification/Licensure, Retention, and Student Learning. The application describes three (3) objectives, aligned to outcomes and measurable indicators with yearly targets or increments, aligned to measures. Baseline and continuation data will be collected for Performance Indicators, including six required program measures embedded in the grant proposal and indicators that address evaluation requirements. (pg. e24-e25; e41-e44)

(iii) The application demonstrates how the proposed project represents an exceptional approach for meeting statutory purposes and requirements. For example, offering non-traditional, alternative, graduate-level certifications resulting in South Carolina teaching credentials to candidates with demonstrated expertise in STEM, computer science, and other majors in critical shortage areas, represents an exceptional approach to the priorities and the intent of the TQP grant. The proposed project, V-NET, is multi-layered and guided by improvement science; engaging traditionally underrepresented groups; advancing equity in education; and The Residency Model (learning to teach alongside a K-12 accomplished teacher). (pg. e25-e26)

(iv) The application clearly describes how the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. For example, the proposed project, V-NET, is designed to provide an annual cohort of up to 20 non-traditional candidates from STEM fields and other needed competencies, such as literacy and special education, with an accelerated pathway to becoming a classroom teacher in a high-need South Carolina Schools. The application describes three strategies that will increase equity in K-12 learning and expand student access to high quality educators and programs: Strategy 1: coursework/residency for non-traditional teaching fellows; Strategy 2: virtual improvement supports; and Strategy 3: disseminating, sustaining, replicating, and scaling what works. For example, Strategy 1 will produce Instructional Excellence White Paper, co-authored by V-NET Fellows, reviewed and vetted by the V-NET Instructional Team, and will be published via the Instructional Excellence Clearinghouse to expand the impact of programming through dissemination of best practices. Strategy 2, which provides virtual improvement supports, will provide Mentor Teacher support during the teacher residency, for aspiring teachers, including virtual observation, coaching, and assessment completed by a team of National Board Certified Educators. Strategy 3 demonstrates that the applicant organization and collaborating district partners will form a Replication Support Team (RST) to expand the knowledge of V-NET, maximize the impact of federal funding and sustain efforts beyond the grant period. The Replication Support Team will promote scalability and replication in the following diverse settings: Networked Educator Excellence Platform and the Instructional Excellence Clearinghouse. (pg. e28-e38)

**Weaknesses:**

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

**Reader's Score: 30**

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

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

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

**Strengths:**

(i) The application provides a detailed plan describing how the methods of evaluation will provide valid and reliable performance data on relevant outcomes. The applicant organization will contract with EduShift, Inc. (ESI), a 20-year-old research and evaluation organization, to conduct process and outcome evaluation that links all partners through the process of collaborative data collection, data analysis, reporting and feedback, promoting continuous quality improvement during V-NET project. The Project Leader and Senior Analyst, has served as principal investigator in or 250 federal/state government grants since 1990 and has experience administering grants. The external evaluation will generate the data and feedback needed to facilitate continuous improvement and sustainability of the effective programming components. The evaluation methods will include: evaluation oversight; evaluation methodology; design meeting WWC standards; and objective, measurable performance indicators. (pg. e38-e44)

-The application clearly demonstrates that the evaluators will utilize the research-based FORECAST Model (FORmative Evaluation, Consultation, and System Techniques) as an objective evaluation structure (Goodman 1994; Goodman 1998; Goodman 2006; Katz, Wandersman, Goodman, et al., 2013). (pg. e39)

-The application details the design that meets What Works Clearinghouse Standards. The evaluation will include randomized control assessment of outcomes through comparison of Treatment and Control Group educators. In the impact evaluation, EduShift will use a propensity-score matching (PSM) approach designed to meet WWC standards with reservations. The evaluation will examine outcomes for V-NET Fellows and their students upon placement of Fellows in partner school district classrooms (Years 3, 4, and 5 of the project). To the extent possible, matching will occur at grade level across Tiers of Priority schools and within the same district, and if possible, within the same school. The application indicates that other factors to be considered will include: school size, pre-intervention student achievement in ELA, math, and science, and the proportion of economically disadvantaged students, students of color, and English learners. (pg. e39)

-The application demonstrates the implementation of the FORECAST Model, which includes process education, outcome evaluation, data collection, evaluation tools aligned to objectives, data analysis and reporting, will provide a structured evaluation methodology promoting objective analysis of V-NET throughout the grant. The application describes the goal, objectives, outcomes and performance Indicators chart and the V-NET Logic Model identifies anticipated short-term, mid-term and long-term outcomes aligned to each objective. The application describes how the baseline and continuation data will be collected for performance Indicators, including six required program measures embedded in the grant solicitation and indicators that address evaluation requirements. (pg. e41)

(ii) The application clearly demonstrates that the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The application indicates that, upon funding, evaluators and project personnel will collect baseline data for all performance indicators to set annual benchmarks for each year of the project, to facilitate comparison of results and ensure a thorough evaluation of V-NET. The application clearly describes process (formative) evaluation, outcome (summative) evaluation, data collection, evaluation tools aligned to objectives (effectiveness rubric; student performance scores; site visits/focus groups; grant stakeholder surveys; and enrollment/completer rates); data analysis; and reporting. (pg. e44-e45)

**Weaknesses:**

(i) No weaknesses were noted.

(ii) No weaknesses were noted.

**Reader's Score: 20**

**Selection Criteria - Adequacy of Resources**

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

**(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.**

**(ii) The extent to which the budget is adequate to support the proposed project.**

**(iii) The extent to which costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**

**(iv) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., State educational agencies, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.**

**Strengths:**

(i) The application clearly demonstrates an adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. As lead applicant, the applicant organization has pledged match resources equal to 100% of requested Federal funds, including the following: grant management, educator and college department expertise, learning resources, technology resources, and facilities. The applicant organization will expand access to facilities, provided in-kind as a match, to college facilities on the 365 acre campus. The facilities will be used to host workshops, expand academic enrichment programs and increase technology-based learning opportunities for novice educators serving low-income youth. The equipment will include technology resources, including a robust technology infrastructure that supports online learning, facilitates undergraduate and graduate student academic research, and broadens student access to university resources through digital dissemination. The learning resources will include robotics labs, university library media center, advanced computer science labs, and technologically advanced facilities. (pg. e46-e48)

(ii) The application describes a budget that is adequate to support the proposed project. The application describes a comprehensive and detailed line time budget and budget justification for the following line items; personnel and fringe benefits, travel, supplies, contractual (Principal Investigator; Equity-Driven Graduate Attainment and Competency-Based Masters Coursework; course development and supervision; Clinical Improvement Science Faculty Advisor; SIBME web-based licensing and support; inquiry-based on-site and virtual coaching residency and induction support; The Institute for Organizational Coherence; and External Evaluation/consultation - EduShift, Inc.), and other (V-NET Fellow Living Stipends; Mentor Teacher Stipends); indirect costs, and matching funds. (pg. e48-e49; e199-e224)

(iii) The application provides costs that are reasonable in relation to the objectives, design, and potential significance of the proposed project. The application demonstrates that the investment of resources from TQP will empower the applicant organization to use virtual and technology supports to re-tool educators who serve students in high-need schools so they are equipped to solve problems of practice and accelerate the learning of all students. The funding will allow the applicant organization and The Institute for Organizational Coherence to launch a virtual improvement network that can be scaled nationally to build capacity in educators throughout the country to eliminate achievement gaps which have persisted as a result of systemic inequalities and inequities resulting from past access to high-quality learning that has only been available for some students, not all students. The TQP funding will empower partners to continue the work of closing education equity gaps that reduce opportunities for success for students of color and students of poverty. (pg. e49;-e51; e199-e224)

(iv) The application demonstrates that the applicant organization 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 partners; and evidence of broad support from stakeholders critical to the project's long-term success; or more than one of these types of evidence. For example, the application clearly describes a Multi-Year Operating Plan,

District Support Plans, Diverse Stakeholder Support, and Sustainable Practices. The Multi-Year Operating Plan, with TQP funds, will allow for a residency pathway to be implemented in partnership with school districts and sustainability efforts, that will allow the district to continue programming beyond the grant period. The coursework, the STEM/Computer Science Micro-Credential, the Networked Educator Excellence Platform, and the Instructional Excellence Clearinghouse will be fully operational. Upon receiving the 2020 TQP funding, the applicant organization Provost, V-NET Project Director, and V-NET Advisory Board will form a Sustainability Committee of the Advisory Board to plan for the future operation of programs after the grant ends. (pg. e51-e56)

-The District Support Plan, in which the applicant organization and partners, will identify resources to sustain the operation of V-NET includes the following resources to sustain resources beyond the grant: complementary funding sources, professional learning, and partnerships. (pg. e54-e55)

-The application describes diverse stakeholder contributions in which V-NET will be a collaborative effort linking college, district, school, and partner resources to achieve the goal and objectives of the proposed project. (pg. e54-e55)

-The application indicates that the V-NET proposed project was designed with sustainability in mind and the application clearly describes sustainability strategies for the following: V-NET teachers, travel, virtual resources, and partnerships. (pg. e56)

**Weaknesses:**

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

**Reader's Score: 30**

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

**1. 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.**
- (ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.**

**Strengths:**

- (i) The application describes a comprehensive 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. The application demonstrates that the applicant organization will initiate V-NET immediately upon funding and will

manage all grant activities according to a detailed timeline. The application clearly describes a structured, comprehensive management plan, including equal access, timely implementation, budget oversight, procedures, personnel, timeline, feedback, and engaging under-represented groups to ensure timely completion of grant activities and to promote continuous improvement. The applicant clearly describes the roles and clearly defined responsibilities for the project personnel: Advisory Board, Project Director, Principal Investigator, Instructional Team, Mentor Teachers, and Project Support. The application describes the Advisory Board, comprised of the Project Director, Principal Investigator, partner school district administrators, teachers, and teacher preparation students who will meet quarterly during the five-year project to oversee implementation progress, monitor evaluation results, and recommend project changes to oversee the implementation progress of V-NET. The application describes the position of Project Director (1.0 FTE to be hired), and aligns the position with the required qualifications and job responsibilities. The application lists the Instructional Team members, aligned to their qualifications, and to their responsibilities for the proposed project. (pg. e56-e62)

(ii) The application demonstrates the relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. The proposed project will partner with six public school districts to implement V-NET: Allendale, Bamberg 2, Barnwell 19, Colleton, Hampton 1, and Jasper. Each partner school district will offer significant resources and a future match that will support the successful implementation of the five-year grant project. The partner school district commitment includes the following current personnel and programs funded from district budgets: leadership from V-NET building principals, coaches, and mentor teachers (supports needed by novice teachers as they serve their Teacher Residencies); supplementary reading and math programs for struggling readers (expanded service to serve additional students to support efforts to close academic achievement gaps); and existing Lead Science/Math/Literacy Specialists (expanded roles to assist novice teachers as they integrate new learning experiences into classroom activities); extensive facilities (venues for school-day, after school, weekend, and summer programs); technology (resources to increase student and teacher technology competencies); fiscal management expertise; administrator, teacher, and support staff time provided in-kind; and three years of new teacher induction support per existing district strategies. (pg. e62-e63)

-The application demonstrates that the V-NET Principal Investigator will lead the creation of a Sustainability Committee comprised of diverse stakeholders, including the applicant organization and University of South Carolina professors, partner school district educators and administrators, that will establish and maintain a mechanism to sustain replicable components, activities, and learning experiences for educators and student that will continue beyond the grant period. (pg. e63)

**Weaknesses:**

(i) No weaknesses were noted.

(ii) No weaknesses were noted.

**Reader's Score: 20**

**Priority Questions**

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

**1. Spurring Investment in Qualified Opportunity Zones (Up to 3 points).**

**Under this priority, an applicant must demonstrate that the area in which the applicant**



proposes to provide services overlaps with a Qualified Opportunity Zone, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code.

**An applicant must--**

**(a) Provide the census tract number of the Qualified Opportunity Zone(s) in which it proposes to provide services; (ED Panel monitor will verify the QOZ using this link.) and**

**(b) Describe how the applicant will provide services in the Qualified Opportunity Zone(s).**

**Note: To receive competitive preference points under this priority, applicants must provide the Department with the census tract number of the Qualified Opportunity Zone(s) they plan to serve and describe the services they will provide. For the purposes of this TQP competition, applicants should consider the area where the partner LEA(s) serves to be the area that must overlap with a QOZ; an LEA may be considered to overlap with a QOZ even if only one high-need school included in the project in the proposed TQP grant application is located in a QOZ. A list of QOZs is available at [www.cdfifund.gov/Pages/Opportunity-Zones.aspx](http://www.cdfifund.gov/Pages/Opportunity-Zones.aspx); applicants may also determine whether a particular area overlaps with a QOZ using the National Center of Education Statistics' map located at <https://nces.ed.gov/programs/maped/LocaleLookup/>.**

**Strengths:**

(a) The application provides the census tract number of the Qualified Opportunity Zones in which it proposes to provide services. The application provides the census tract number is the immediate 6-county Priority Region and aligns them with the targeted school district. (pg. e16-e17)

(b) The application clearly describes how the applicant will provide services in the Qualified Opportunity Zones. The application clearly aligns each county QOZ (school district) with demographics, such as poverty percentages (78% to 94%), minority percentages (46% to 96%), ELA proficiency (15.4% to 36.2%), math (14.3% to 39.2%), and science 1 (3.4% to 37.3%). The proposed project, V-NET, will give priority placement to those who choose to teach in schools located in South Carolina Qualified Opportunity Zones in the six participating counties. The proposed project, V-NET, will increase equity in K-12 learning and expand student access to high quality educators and programs by implementing the following strategies: Strategy 1: Coursework/Residency for Non-Traditional Teaching Fellows; Strategy 2: Virtual Improvement Supports; and Strategy 3: Dissemination, Sustaining, Replicating, and Scaling What Works. Strategy 1 will include foundational coursework built upon equity in education and information science; STEM/computer science micro-credential; 12-month teacher residency with mentor teacher; 10-month colloquia; NBCT virtual coaching; fellow assessment; digital portfolio; and white papers. Strategy 2 will focus on NBCT virtual coaching/real time classroom course correction; colloquia; and digital portfolios. Strategy 3 will focus on a Networked Educator Excellence Platform and Instructional Excellence Clearinghouse. (pg. e16-e17)

**Weaknesses:**

(a) No weaknesses were noted.

(b) No weaknesses were noted.

**Reader's Score:        3**

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

**1. Competitive Preference Priority 2: (ED Panel Monitor provide the score and comments this CPP.)**

**Applications from New Potential Grantees (0 or 3 points).**

**Under this priority, an applicant must demonstrate that it has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the program from which it seeks funds.**

**Strengths:**

This applicant has never received a TQP award and thus qualifies for the CPP points.

**Weaknesses:**

No weaknesses were noted.

**Reader's Score:     3**

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## Technical Review Coversheet

Applicant: Voorhees College (S336S200021)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Adequacy of Resources</b>		
1. Resources	30	30
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Sub Total</b>	100	100
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Opportunity Zones	3	3
<b>Competitive Preference Priority 2</b>		
1. New Grantees	3	3
<b>Sub Total</b>	6	6
<b>Total</b>	106	106

# Technical Review Form

Panel #4 - FY20 Teacher Quality Partnership - 4: 84.336S

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

Applicant: Voorhees College (S336S200021)

## Questions

### Selection Criteria - Quality of Project Design

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

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

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

**(iii) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.**

**(vi) 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.**

#### **Strengths:**

(i) The applicant documents a clear rationale for the project to include a Logic Model that highlights the objectives (i.e., improve academic achievement in high need schools), inputs (i.e., knowledge of evidence-based practices), activities (i.e., Cohort Model, Foundational Coursework, STEM. Computer Science Micro Credential) and the short (i.e., enroll 100 non-teaching Fellows in V-Net), mid-term (i.e., increase student proficiency in 21st Century/STEM Computer Science Learning Skills), and long-term outcomes (i.e., adaptation of micro-credentials that will serve as stand-alone Professional Development ) outcomes (pg. e93).

(ii) The applicant identifies the overarching goal of building a network of support for educators that will focus on improving practice and increasing student achievement levels at high-need schools in Federal Opportunity Zones in South Carolina. The applicant documents the goals, objectives and outcomes they are proposing to achieve. For example, the applicant has identified a goal of raising academic achievement levels of high-need students through improving educator effectiveness the objectives aligned with the goal includes equipping educators with skills to promote 21st Century Learning, the outcomes are increasing effectiveness rating of participating educators, and expanding the number of educators completing STEM/Computer Science Credentials.

The stated goals are aligned with specific measures, outcomes, and data sources (i.e., rubrics, completer rates) pg. e24. The objectives include identification of five mentor teachers, and the development and establishment of partnerships to ensure support of the residency model (pg. e32).

(iii) The applicant has identified an exceptional approach to the meeting the statutory requirements through the implementation of a project that will offer non-traditional, alternative, graduate-level certifications that will provide teaching credentials for individuals that have demonstrated a background in STEM, computer science, and other majors they have identified in critical shortage areas (pg. e25).

The proposed project design is exceptional in that it will bring individuals to the classroom that are not traditional K-12 teachers, but who have real world experience that can be transferred over to the education field, and potentially lead to involvement in academic achievement levels in the targeted communities (pg. e24-25).

(iv) The applicant clearly demonstrates that the proposed project design is part of a comprehensive effort to improve student outcomes and teacher quality. The proposed project (V-Net) will provide a cohort of 20 non-traditional teacher candidates from the STEM field, with opportunities for a pathway to teaching in some of the highest need schools in the State. The use of individuals from the world of work, can potentially provide opportunities for alternate methods of instruction and that can expand the learning opportunities for children in some of the Opportunity Zones.

Moreover, the applicant documents strategies for sustainability to include disseminating, sustaining, replicating, and scaling what works through the formation of a Replication Support Team (RST) that will expand the reach of the V-NET project in diverse settings through Educator Excellence Platforms and Instructional Excellence Clearinghouse (pg. 25-31, 35-37).

**Weaknesses:**

- (i) No weaknesses noted.
- (ii) No weaknesses noted.
- (iii) No weaknesses noted.
- (iv) No weaknesses noted.

**Reader's Score: 30**

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

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

**(i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.**

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

**Strengths:**

(i) The applicant proposes a detailed process and outcome evaluation plan that will focus on linking partners through the collection of collaborative data, analysis, reporting, and feedback. The overall goal is to ensure that the proposed methods and processes will result in meeting the What Works Clearinghouse rigorous standards and provide data that is scientifically valid that can be used and possibility implemented in other settings.

The overall evaluation design has strong potential for identifying strengths, challenges, and lessons learned, as evidenced by the various goals, objectives, and outcomes that are outlined in the Logic Model (pg. e41).

(ii) The applicant documents sufficient evidence that the methods of the evaluation are thorough, feasible, and appropriate to the goals, objectives and outcomes. For example, the applicant documents that stakeholder will provide data that will help with the assessment of outcomes and decision-making. The process evaluation will document the fidelity and variability in program in program implementation, and that align with the activities in the Logic Model.

The various data to be collected for review is provided to include focus group outcomes, stakeholder surveys, enrollment and completion rates, and the effectiveness tools (i.e., rubric) pg.e44-45.

**Weaknesses:**

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

**Reader's Score: 20**

**Selection Criteria - Adequacy of Resources**

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

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

**Strengths:**

- (i) The applicant sufficiently documents the adequacy of resources that will support project objectives. The applicant will provide a 100% match in resources. Some of the resources include a robotics lab, support from the Office of Research and Sponsored Projects in the areas of fiscal management and human resources. The applicant will connect the Fellows and partner school district educators with learning resources that traditionally not available for elementary and secondary school teachers and students, technology resources, and facilities that can be used to host workshops, expand academic enrichment programs, and increase technology-based learning opportunities for low-income school sites in the district (pg. e47-48).
- (ii) The applicant provides for a budget that is reasonable and cost-effective as the majority of funds will be invested in creating virtual and technology supports for teachers in high-need schools. Moreover, the applicant documents the various line items (i.e. contract staffing, web-based licensing, external evaluation, mentor teacher stipends, and V-Net Fellow stipends) that are aligned with the goal of implementing a high-quality learning environment that will work to close the equity gaps for students in underserved communities (pg. e49-52).
- (iii) The applicant provides for a reasonable budget as it relates to the objectives, design, and potential significance of the project. The majority of funds for the project are directly supporting the training and development educators in high-need schools. The investment in virtual technology demonstrates a commitment to ensuring that students are prepared to navigate the 21st century learning skills. Moreover, the proposed funds for the project will be used to create a virtual improvement network that has potential for scalability on the national level and identify strategies for educators on a

national level (pg. e49-51, 93).

(iv) The applicant documents sufficient evidence of sustainability as evidenced by the commitment of partners outlined in the letters of support. Moreover, the applicant presents a multi-year financial and operating model that outlines activities from years 1-5. For example, in the first year, the applicant will launch a monthly Information Science Colloquia that will focus on improving practice, and in the second year focus on expanding community partnerships through the creation of an Advisory Board (pg. e51-53).

**Weaknesses:**

- (i) No weaknesses noted.
- (ii) No weaknesses noted.
- (iii) No weaknesses noted.
- (iv) No weaknesses noted.

**Reader's Score: 30**

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

**1. 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.**

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

**Strengths:**

(i) The applicant documents a comprehensive management plan that will ensure the achievement of the stated objectives. For example, the applicant identifies roles and responsibilities of the staff, advisory board members, and partner agencies. To ensure a well-managed project the applicant documents that quarterly meetings of the Advisory Board will take place in order to identify strengths, challenges, and opportunities in order to ensure that timelines are being respected and the accomplishment of tasks are meeting the stated objectives (pg. e56-60).

(ii) The applicant documents sufficient evidence of a robust project design that has the support of partner agencies as evidenced by the letters of support from potential partners indicating their commitment to the project. The applicant has identified six school districts that will be part of the project, and their support for the project is demonstrated letters of support and in-kind resources. For example, the school district has identified in-kind staff (i.e., principals, district educators and administration, mentor teachers), and space for conducting project activities. There is sufficient evidence of a commitment to ensuring that the proposed objectives are met and the activities are sustained once federal funding ends (pg. e60-63).

**Weaknesses:**

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

**Reader's Score: 20**

**Priority Questions**

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

**1. Spurring Investment in Qualified Opportunity Zones (Up to 3 points).**

**Under this priority, an applicant must demonstrate that the area in which the applicant proposes to provide services overlaps with a Qualified Opportunity Zone, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code.**

**An applicant must--**

**(a) Provide the census tract number of the Qualified Opportunity Zone(s) in which it proposes to provide services; (ED Panel monitor will verify the QOZ using this link.) and**

**(b) Describe how the applicant will provide services in the Qualified Opportunity Zone(s).**

**Note: To receive competitive preference points under this priority, applicants must provide the Department with the census tract number of the Qualified Opportunity Zone(s) they plan to serve and describe the services they will provide. For the purposes of this TQP competition, applicants should consider the area where the partner LEA(s) serves to be the area that must overlap with a QOZ; an LEA may be considered to overlap with a QOZ even if only one high-need school included in the project in the proposed TQP grant application is located in a QOZ. A list of QOZs is available at [www.cdfifund.gov/Pages/Opportunity-Zones.aspx](http://www.cdfifund.gov/Pages/Opportunity-Zones.aspx); applicants may also determine whether a particular area overlaps with a QOZ using the National Center of Education Statistics' map located at <https://nces.ed.gov/programs/maped/LocaleLookup/>.**

**Strengths:**

a) The applicant addresses the Competitive Preference Priority identifying the Census Tract Numbers for the targeted schools in Qualified Opportunity Zones (QOZs) pg. e16-17

b) The applicant documents the services to be provided in the QOZs to include providing priority placement in the V-Net program to those individuals who agree to teach in schools located in QOZs. In addition, the applicant will focus on increasing learning and expanding student access to high-quality educators through the creation of foundational coursework that is built upon Equity in Education and Information Sciences; Stem/Computer Science, and Virtual Coaching.

The applicant has identified strategies for disseminating, sustaining, replicating, and scaling what works to ensure diversity in their education programs in the QOZs (pg. e17-18).

**Weaknesses:**

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



**Reader's Score:** 3

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

- 1. Competitive Preference Priority 2: (ED Panel Monitor provide the score and comments this CPP.)**

**Applications from New Potential Grantees (0 or 3 points).**

**Under this priority, an applicant must demonstrate that it has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the program from which it seeks funds.**

**Strengths:**

This applicant has never received a TQP award and thus qualifies for the CPP points.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 3

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**Status:** Submitted

**Last Updated:** 08/17/2020 01:57 PM

Status: Submitted

Last Updated: 08/17/2020 03:50 PM

## Technical Review Coversheet

Applicant: Voorhees College (S336S200021)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Adequacy of Resources</b>		
1. Resources	30	30
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Sub Total</b>	100	100
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Opportunity Zones	3	3
<b>Competitive Preference Priority 2</b>		
1. New Grantees	3	3
<b>Sub Total</b>	6	6
<b>Total</b>	106	106

# Technical Review Form

Panel #4 - FY20 Teacher Quality Partnership - 4: 84.336S

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

Applicant: Voorhees College (S336S200021)

## Questions

### Selection Criteria - Quality of Project Design

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

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

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

(iii) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.

(vi) 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.

#### Strengths:

- Subfactor i – The V-NET: Voorhees Network for Enhanced Teaching! proposal demonstrates a clear need for additional highly qualified teachers in the six county region known as Low Country in South Carolina. For example, the school districts located in the eight Opportunity Zones near Voorhees College has an average poverty rate of 89% and average proficiency rates of 25.2% in English language arts, 24.2% in mathematics, and 24.6% in science. (e17, e19) This data demonstrates the need for an innovative model that includes teacher incentives to recruit new diverse educators and provide them with high quality preparation and induction support to improve student outcomes. The proposal details the creation of a teacher residency to not only recruit teachers, but train them to be highly effective through professional development and mentoring. (e17, e19) The proposal clearly outlines the relevant research and effective practices that have informed the design of the V-NET! teacher residency program. (e22-e23) Additionally, the proposal includes a logic model that aligns the research to the action plan with objectives, inputs, activities, outputs, short-term outcomes, mid-term outcomes, and long-term outcomes (e23-e24, e93) to create a comprehensive and coherent proposal.
- Subfactor ii – The proposal outlines the key goal for the project partners to raise academic achievement of high-needs students in qualified opportunity zones by improving educator effectiveness. (e24) The goal is supported by aligned objectives that identify a specific performance measure and data source. (e24-e25) The project includes multiple student-level data sources including South Carolina assessment scores, high school graduation rates, and post-secondary enrollment rates. (e24-e25) This is a noted strength of the plan, as it focuses key objective and indicators on student outcomes as the primary goal and focus for the V-NET program.
- Subfactor iii – The proposal outlines how the V-NET incorporates four key strategies to create an exceptional approach for meeting the statutory purposes and requirements. (e25) For example, the proposal describes how the project will be anchored in the tenets of improvement science. (e25) The project will include a focus on teaching residents how to teach using diverse learning strategies and the inclusion of technology as a tool to engage learners. The inclusion of a micro-credential for Computer Science, Pedagogy, Innovation and Intervention is a tangible outcome for that priority and noted strength of the proposal. Additionally, the proposal describes an opportunity to recruit and train teachers from traditionally-underrepresented groups. (e27) The focus on improving the diversity of educators to reflect the student body they serve is a noted strength, as it provides an opportunity to help the South Carolina schools as well as the education field with outcomes and knowledge for replication and scale. The overview of all four components of innovation with supporting rationale is a noted strength of this proposal and demonstrates an opportunity to advance knowledge in the

field for training and retaining high-quality teachers in remote and rural areas. (e25-e27)

- Subfactor iv – The proposal details that improvement in student achievement is a key objective to the overall project. (e24) The proposal identifies the existing student learning needs and teacher retention needs for each of the six South Carolina school districts near Voorhees College that will be served. (e18-e20) For example, the proposal details how Bamberg 2 has an average mathematics proficiency score of 14.3%, a science proficiency rate of 15.9%, and a teacher turnover rate in 2018-18 of 20.4%. (e19) The demonstration of data in both student achievement as well as teacher retention is a noted strength. Additionally, the V-NET project demonstrates intensive commitment of time in class compared to time in graduate coursework is appropriate, as it places an emphasis on the time in the classroom to prepare the teacher residents for the classroom (e29-e30). This paired with the micro-credential in STEM/computer science was noted as a strength of the proposal for the comprehensive approach to preparing teacher residents to provide high-quality instruction to the students in South Carolina.

**Weaknesses:**

- Subfactor i – No weaknesses are noted.
- Subfactor ii – No weaknesses are noted.
- Subfactor iii – No weaknesses are noted.
- Subfactor iv – No weaknesses are noted.

**Reader's Score: 30**

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

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

**(i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.**

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

**Strengths:**

- Subfactor i – The proposal presents an evaluation plan to be conducted by an external evaluator, EduSHIFT, Inc. for an evaluation that includes a randomized control assessment of outcomes through comparison of ternate and control group educators. (e40) The design will be in alignment with the What Works Clearinghouse standards with reservations (e40). Additionally, the proposal includes methodology for the creation of matched comparison schools on variables including the school size, pre-intervention student achievement in mathematics, English language arts, and science, and the proportion of economically disadvantaged students and English language learners. (e40) The inclusion of these variables in alignment with V-NET goals, objectives, and outcomes will benefit the execution of the teacher residency program, as well as providing feedback to improve teacher resident instruction. These are noted strengths of the evaluation plan for the proposal.
- Subfactor ii – The proposal presents a comprehensive list of key research questions in alignment with the V-NET logic model. (e41-e44) The list clearly demonstrates how both qualitative and quantitative data sets will be used to for analysis (e44-e46). The proposal includes a diverse set of data sources including postsecondary enrollment rates, student learning outcomes, and STEM micro-credential completion rates. (e43) The diversity of the data sets provided increased opportunities for insights related to the outcomes of the project and effectiveness of the chosen strategies to prepare teacher residents for successful careers in the classroom. Finally, the project plans to report outcomes with the project advisory board, stakeholders, and the public to share V-NET outcomes for dissemination. (e46)

**Weaknesses:**

- Subfactor i – No weaknesses were noted.
- Subfactor ii – No weaknesses were noted.

**Reader's Score: 20**

**Selection Criteria - Adequacy of Resources**

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

**(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.**

**(ii) The extent to which the budget is adequate to support the proposed project.**

**(iii) The extent to which costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**

**(iv) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., State educational agencies, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.**

**Strengths:**

- Subfactor i – The proposal clearly demonstrate the collaboration of Voorhees College with the partner school districts from the planning task force. (e46) For example, the proposal demonstrates that Voorhees College will provide the full cost share match. (e46) Additionally, the collaboration is evident in both the design and commitment of resources from each of the partners. For example, the proposal outlines that Voorhees College will provide the expert personnel, grant management processes, and facilities for coursework and professional learning. (e46-e48) The South Carolina school districts will provide the learning resources and the mentor teachers to support the residents as the enter the teaching profession. (e36, e46) The proposal includes letter of support from each of the partnership entities (e160-e177) that outline their specific commitment to the partnership, demonstrating that each partner is clear in regard to their role within the proposed project.
- Subfactor ii – The budget presented is adequate and describes clear resources, such as salaries for lead project personnel as described in the project management plan and meets the match requirement. (e48-e49, budget narrative) Additionally, the project provides a clear narrative that outlines each funding category and describes the intended use in alignment with the project activities. (e48-e49) The inclusion of these descriptions in addition to the budget narrative demonstrates a thoughtful allocation of resources to meet all project needs and is a noted strength.
- Subfactor iii – The proposal seeks to utilize the grant resources to develop a virtual improvement network that can be scaled nationally to build capacity in educators to address equity in education. (e49) With the commitment to a living wage (e32) for all teacher candidates during their residency experience the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. Additionally, the opportunity to provide highly qualified teachers with a STEM computer science micro-credential for high-needs schools in qualified opportunity zones

may provide a long-term benefit to these schools, communities, and ultimately student learning.

- Subfactor iv – The V-NET: Voorhees Network for Enhanced Teaching! program leadership demonstrates existing expertise at the organization that contribute to future sustainability efforts. For example, the proposal outlines a multi-year operating and financial plan with the formation of a sustainability committee on the project advisory board. (e52) Additionally, the proposal provides a table of action steps with a clear timeline for building capacity and sustainability. (e52-e53) This creates an opportunity to develop future financial revenue opportunities and find cost-savings to continue the project beyond the grant period. The commitment of project leadership from Voorhees College and the South Carolina school districts is a noted strength.

**Weaknesses:**

- Subfactor i – No weaknesses are noted.
- Subfactor ii – No weaknesses are noted.
- Subfactor iii – No weaknesses are noted.
- Subfactor iv – No weaknesses are noted.

**Reader's Score: 30**

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

**1. 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.**

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

**Strengths:**

- Subfactor i – The proposal presents a management plan that addresses each implementation activity, responsible party, implementation timeline and milestones (e61-e62). The actions align with the objectives and are aligned with a reasonable timeframe. The instructional team (e59-e60) was noted as a strength of the proposal, specifically the outline of qualifications and job responsibilities for the project director to be hired. The clear expectations for that leader demonstrates a plan for the project to succeed. Additionally, the proposal outlines clear expectations for the mentor teachers from the local districts. (e60) The balanced partnership between K-12 and higher education is key to the success of the program to support the teacher mentors and residents in their daily work in coherence.
- Subfactor ii – The proposal provides clear list that outlines the commitment and responsibilities of each partner in the V-NET: Voorhees Network for Enhanced Teaching! project (e62-e63). The commitments represent the comprehensive expertise, resources, and key activities that are necessary for the successful execution of the residency project. Voorhees College demonstrates a clear commitment with expertise and course creation for the teacher residency requirements and STEM micro-credential. (e58-e59) Additionally, the proposal provides key resumes for V-NET leadership (e94-e159), which demonstrates expertise in both the training of teachers and execution of federal grants to support the successful implementation of the proposed project.

**Weaknesses:**

- Subfactor i – No weaknesses noted.
- Subfactor ii – No weaknesses noted.

**Reader's Score: 20**

**Priority Questions**

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

**1. Spurring Investment in Qualified Opportunity Zones (Up to 3 points).**

**Under this priority, an applicant must demonstrate that the area in which the applicant proposes to provide services overlaps with a Qualified Opportunity Zone, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code.**

**An applicant must--**

**(a) Provide the census tract number of the Qualified Opportunity Zone(s) in which it proposes to provide services; (ED Panel monitor will verify the QOZ using this link.) and**

**(b) Describe how the applicant will provide services in the Qualified Opportunity Zone(s).**

**Note: To receive competitive preference points under this priority, applicants must provide the Department with the census tract number of the Qualified Opportunity Zone(s) they plan to serve and describe the services they will provide. For the purposes of this TQP competition, applicants should consider the area where the partner LEA(s) serves to be the area that must overlap with a QOZ; an LEA may be considered to overlap with a QOZ even if only one high-need school included in the project in the proposed TQP grant application is located in a QOZ. A list of QOZs is available at [www.cdfifund.gov/Pages/Opportunity-Zones.aspx](http://www.cdfifund.gov/Pages/Opportunity-Zones.aspx); applicants may also determine whether a particular area overlaps with a QOZ using the National Center of Education Statistics' map located at <https://nces.ed.gov/programs/maped/LocaleLookup/>.**

**Strengths:**

- The proposed V-NET: Voorhees Network for Enhanced Teaching! program will provide services to 100 teachers in a six county region in South Carolina's "Low-Country" that contain QOZs to provide qualified teachers for students in schools that been identified for serving high-needs students. (e16-e17)
- The proposal provides the census tracts for each of the district partners participating in the V-NET teacher residency program. (e16). Additionally, the proposal provides demographic and academic achievement data to describe the student population and highlight needs for highly qualified teachers (e17).
- The proposal provides clear strategies that are specific to training teachers to service the needs of students and families in the qualified opportunity zones. For example, the proposal demonstrates services that will be provided to teacher residents specific to promoting foundational coursework in equity in alignment with the needs of the school in the QOZ. (e17-e18) Additionally, the proposal has prioritized placement of teachers in schools in opportunity zones. (e21-e22) The recognition of these challenges demonstrates an understanding of the needs of schools and students in the QOZs that will be used to inform the overall teacher residency program.

**Weaknesses:**

- No weaknesses are noted.

**Reader's Score: 3**

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

**1. Competitive Preference Priority 2: (ED Panel Monitor provide the score and comments this CPP.)**

**Applications from New Potential Grantees (0 or 3 points).**

**Under this priority, an applicant must demonstrate that it has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the program from which it seeks funds.**

**Strengths:**

This applicant has never received a TQP award and thus qualifies for the CPP points.

**Weaknesses:**

No weaknesses are noted.

**Reader's Score: 3**

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**Status:** Submitted

**Last Updated:** 08/17/2020 03:50 PM