

Technical Review Coversheet

Applicant: Marian University (S336S220051)

Reader #1: *****

Points Possible Points Scored

Questions

Selection Criteria

Quality of Project Design

1. Project Design	30	30
1. Project Evaluation	20	19

Adequacy of Resources

1. Adequacy of Resources	30	25
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Quality of the Project Evaluation

Quality of the Management Plan

1. Management Plan	20	15
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Priority Questions

Competitive Preference Priority

Competitive Preference Priority 1

1. Educator Diversity	4	4
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Competitive Preference Priority 2

1. Diverse Workforce	3	3
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Competitive Preference Priority 3

1. Meeting Student Needs	2	2
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Competitive Preference Priority 4

1. Promoting Equity	2	2
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Invitational Priority

Invitational Priority

1. Grow Your Own	0	0
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Total 111 100

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Technical Review Form

Panel #9 - Panel - 9: 84.336S

Reader #1: *****

Applicant: Marian University (S336S220051)

Questions

Selection Criteria - Quality of Project Design

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

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

- (i) The extent to which the proposed project demonstrates a rationale.
- (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (iv) The extent to which the design of the proposed project reflects up-to-date knowledge

from research and effective practice.

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

(vi) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Strengths:

(i) The applicant demonstrates a rationale for the proposed project, REAP, supported by a logic model and evidence-based research that will ensure that a diverse team of teacher candidates are effectively trained in their early career years and to recruit highly qualified minority educators of diverse backgrounds to the Ed.D. in Organizational Leadership program

designed to increase student achievement and retention in high-need schools. (e 15, 85)

(ii) There are clear program goals with measurable objectives to coordinate program elements and determining how the implementation process will attain project outcomes. Four program goals are listed, one of the objectives is to build coherence between systems to support new teachers at the school, at the university and the district level. (e 26)

(iii) The proposed project, REAP, will focus on a comprehensive plan to improve teaching and learning, with strategies and services that support high-quality methodologies and rigorous standards. (e 31)

(iv) The applicant provides an extensive amount of evidence-based research and practices of relevance to the program and research studies that are up to date. (e 34)

(v) The applicant describes how the project design has built-in indicators for continuous improvement that will provide ongoing assessments. Modifications can be made as needed to ensure program fidelity. (e34)

(vi) The proposed program will build capacity by improving the content knowledge and pedagogy of 40 highly qualified teachers, and prepare 40 new school leaders to complete their Ed. D. with high-quality support for sustained instructional improvement. (e 35)

Weaknesses:

No weaknesses noted.

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Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

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

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

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

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

Strengths:

(i) The proposal includes an evaluation plan that utilizes summative and formative methods with quantitative and qualitative data, necessary to measure validity and reliability when addressing a clear focus of the proposed services and desired outcomes. The methods are feasible, appropriate to address the program goals. (e 37)

(ii) The evaluation methods are feasible and appropriate, providing measurable goals and objectives and determine if the desired outcomes were achieved. The appropriate methodologies are included, and the Logic Model shows the foundation for the program design, evaluation, and program findings. (e 38)

Weaknesses:

There is a lack of data that is needed to support the methods and processes described in this section, it would provide a more complete picture.

Reader's Score: 19

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

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Strengths:

- (i) The level of support to the program is strong, the applicant describes the resources provided to include faculty, staff, facilities, technology, and curriculum. Textbooks are provided and meals on class meeting days (e 39)
- (ii) The applicant requests a budget of \$1,434,097 to serve 30 students per year and will match resources above 100% of the requested amount. The budget is adequate to prepare a diverse group of 40 highly qualified teachers and 40 leadership attain their Ed. D. degrees at high-need schools. (e 41)
- (iii) The costs are reasonable and support high-quality strategies that will enhance the curriculum and services for access to a diverse education force. The investment will impact beyond the duration of the grant due to the strong collaborations that will sustain pathways for teachers and leadership licensure in the state of Indiana. (e 41)
- (iv) There is a good plan for sustainability after grant funding ends. The applicant describes the strong commitment from the state legislature to expand teacher preparation programs to address teacher shortages and diversity in the workforce, the applicant will continue to seek state funds. Community supports are evident from many non-profit community partners and a list of supporters is included. (e43)
- (v) The proposed project is relevant to outcomes experienced with evidence-based practices. The commitment from district partners to support resident and resident mentor stipends of \$2,600 have been committed beyond the grant period, residents in the program will receive a living wage stipend of \$24,000 during the residency year as residents will commit to teach for three years in a high-need school, residents will receive two years of induction support during their first two years. (e 44)

Weaknesses:

More information is needed to describe the target area needs in the Township of Wayne, as it is provided for Warren Township. The proposal lacks a letter of support from Wayne Township.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

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

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

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

Strengths:

- (i) The management plan is well organized with activities addressing program objectives, milestones, and the staff responsible. Planning activities are appropriate, and tasks are identified along with person responsible for the delivery. (e 45)
- (ii) The applicant includes the appropriate continuous improvement processes and assessments that are in place to ensure that any needed modifications can be identified and efficiently identified to produce the desired outcomes.

Weaknesses:

The management plan lacks details on identifying key personnel, for example, who will be in charge of financial records and monitoring budgets, identification of the program director as the narrative refers to more than one director, clarification is needed.

Reader's Score: 15

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

Strengths:

- (a) The applicant is an institution of higher learning that serves minority populations in high need schools district that incorporates best practices to attract, support, retain, graduate and deliver professional development, internships and licensure of underrepresented teacher candidates and increase educators' diversity. The proposal meets this Competitive Preference Priority. (e58)**
- (b) The REAP project is designed to build a program that supports the success of minority individuals in becoming teachers through graduation. The program team has developed a project based on best practices that supports the success of minority students become teachers with leaders dedicated to transformational change, fostering a welcoming environment where students feel the sense of belonging, providing social and emotional support, curriculum delivery by a diverse faculty/staff body that recognize and minimize bias and other transformative reforms that has been proven successful. (e 59)**

Weaknesses:

No weaknesses noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

Strengths:

The applicant meets this Competitive Preference Priority by proposing a project to support and retain a diverse educator workforce to effectively serve minority populations. The applicant institution has successfully served the target population effectively which has increased the percentage of minority students from 7% to 28%. (e 60)

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3**1. Meeting Student Social Emotional, and Academic Needs (Up to 2 points).**

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

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

Strengths:

The REAP program uses a multi-tiered approach to address the social, emotional, academic and career developmental needs. Activities and strategies are based on evidence-based research and trauma informed practices that result in inclusion for minority students and the sense of belonging. (p. 61)

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4**1. Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2 points).**

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

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

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

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

Strengths:

- (i) The proposed project meets this Competitive Preference Priority by promoting educational equity and

opportunities for underserved students to participate in high-quality academic and professional growth. The program has mechanisms to monitor disparities in educational access and address special needs that may present barriers for success. (p. 63)

(ii) The program will promote adequacy in resources and educational equity by serving underserved students with efficient, high-quality teachers, teaching strategies and professional leadership opportunities to a diverse minority. Program participants will learn to address impediments to student success (trauma-informed practices and strategies, social emotional learning approaches and chronic stress interventions). (e63)

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

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

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

Strengths:

Not addressed.

Weaknesses:

Not addressed.

Reader's Score:

Status:

Last Updated:

0

Submitted 06/07/2022 11:04 AM

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Status: Submitted

Last Updated: 06/07/2022 05:25 PM

Technical Review Coversheet

Applicant: Marian University (S336S220051)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	20

Adequacy of Resources

1. Adequacy of Resources	30	25
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Quality of the Management Plan

1. Management Plan	20	15
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Priority Questions**Competitive Preference Priority****Competitive Preference Priority 1**

1. Educator Diversity	4	4
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Competitive Preference Priority 2

1. Diverse Workforce	3	3
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Competitive Preference Priority 3

1. Meeting Student Needs	2	2
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Competitive Preference Priority 4

1. Promoting Equity	2	2
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Invitational Priority**Invitational Priority**

1. Grow Your Own	0	0
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Total	111	101
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Technical Review Form**Panel #9 - Panel - 9: 84.336S****Reader #2:** *******Applicant:** Marian University (S336S220051)**Questions****Selection Criteria - Quality of Project Design****1. A. Quality of the Project Design (30 points)**

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

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

Strengths:

The application states that the program will use REAP to track the teachers, principals, and superintendents' progress throughout the program by collecting data and using the feedback to enhance and continuously improve. (e34)

The proposed project includes some capacity building that will yield results by having the District partners present a two year projection of anticipated teacher openings which strengthens the recruitment process for resident teachers. Teachers in the program sign a MOU of commitment for three year service in a high need school. (e45)

The project presents a rationale for the program within the Logic Model under Appendix C. with general strategies and outcomes. (e85)

The applicant states they will use the FORCAST model for the goals and objectives . (e39)

The applicant indicates that collaboration will occur in the program which should support efforts to improve teaching and learning and contribute to rigorous standards. (e15-16)

The proposal refers to employing a range of educational skills to bring about the best possible learning outcomes for the widest variety of candidates with a Logic Model from best practice research. (e33)

Weaknesses:

Reader's Score: 30

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Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

The program will use TNTP, a research and evaluation organization to provide valid and reliable performance data on relevant outcomes. TNTP will collect the data that focuses on the goal that if qualified candidates (recruitment) are effectively trained (residency) and supported in the early years (induction and mentorship), there will be an increased supply of effective teachers, classroom instruction and teacher retention over three years will improve, and student learning will increase.

The program proposes to use the FORCAST Model to provide performance data on relevant outcomes. TNTP will develop data systems to track program progress and provide data for the fidelity of implementation analyses. (e37)

The program will insure that the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives and outcomes by triangulating responses from multiple respondents and reviewing documents and reports from the data systems such as meeting agendas, training agendas, participant sign-in forms, to ensure reliability and validity. (e37)

Weaknesses:

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

- (i) The adequacy of support, including facilities, equipment, supplies, and other resources,**

from the applicant organization or the lead applicant organization.

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

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

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

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

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Strengths:

Marian has pledged to match resources above 100% of requested Federal funds to support the proposed project. KEC will provide all resources for the undergraduate formation before the residency program. (e39)

Weaknesses:

The program indicated that it would collaborate between KEC, and the high-need districts of Warren Township and Wayne Township but the application lacks a letter of commitment from the Metropolitan School District of Wayne Township which is a major partner in the project. This omission does not demonstrate commitment from that partner. (e15) and (e100)

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

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

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

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

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

Strengths:

The program presents a Visual Table that outlines 5 goals to build capacity and yield the results focused in the narrative. (e36) This outline of goals will assist the project in accomplishing meaningful tasks that will contribute to the ability of the program to work within budget.

Weaknesses:

Table 5. (e45) does not include clearly defined timelines to achieve objectives which will hinder the plan in accomplishing milestones.

Reader's Score: 15

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

a) High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under Title III and Title V

of the HEA) that include one year of high-quality clinical experiences)prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates.

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

Strengths:

The program proposal provides a teacher preparation program to improve the diversity of teacher candidates by offering 25 incoming underrepresented teacher candidates full tuition to Marian and providing a comprehensive program that prepares them for academic and personal success through REAP and CASE. (e59) The REAP program has identified 7 key issues to address within the program that will strengthen teacher candidate completion and certification(e60)

Weaknesses:

No Weakness noted

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

Strengths:

The program has been designed to increase the proportion of well-prepared, diverse and effective educators with certification or dual certification in shortage area or advanced certification serving students by increasing the number of minority candidates for teaching and leadership roles. The program has increased its percentage of minority students from 7% to 25% in 6 years.(e60)

Weaknesses:

No Weakness noted

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

students.

Strengths:

The program fosters a sense of belonging and inclusion for underserved students by using es research based trauma-informed practices and strategies to improve students' social, emotional and academic needs.(e60) A culture of caring is cultivated at the university with all staff striving to know each student, including their strengths, story, and the social,

emotional, and academic challenges they face. (e61)

Weaknesses:

No Weakness noted

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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

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

a) In one or more of the following educational settings:

- (1) Early learning programs**
- (2) Elementary school.**
- (3) Middle school**
- (4) High school**
- (5) Career and technical education programs.**
- (6) Out-of-school-time settings.**
- (7) Alternative schools and programs.**

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

Strengths:

College and Career readiness are integrated with high school social and emotional learning solutions. (e64)

The project proposes to design a project that promotes education equity and adequacy in resources and opportunity for underserved students in early learning programs by providing teachers with exceptional training programs before and after graduation that include the ability to monitor disparities in educational opportunities. (e63)

The program teaches educators to monitor kindergarten readiness because significant disparities become apparent before a child enters kindergarten and can have lasting effects and educators are prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for these students. (e64)

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Weaknesses:

No Weakness noted

Reader's Score: 2

Invitational Priority - Invitational Priority

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

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

Strengths:

Not addressed

Weaknesses:

Not addressed

Reader's Score:

Status:

Last Updated:

0

Submitted 06/07/2022 05:25 PM

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Status: Submitted

Last Updated: 06/03/2022 03:44 PM

Technical Review Coversheet

Applicant: Marian University (S336S220051)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Adequacy of Resources		
1. Adequacy of Resources	30	22
Quality of the Management Plan		
1. Management Plan	20	14
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	95

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Technical Review Form

Panel #9 - Panel - 9: 84.336S

Reader #3: *****

Applicant: Marian University (S336S220051)

Questions

Selection Criteria - Quality of Project Design

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

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

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

Strengths:

(i) The proposed project demonstrates a rationale focused on the critical need to recruit and retain teachers and administrators in urban school districts with severe teacher shortages. The program design continues a TQP started in 2019 and serves eleven of Marion County's thirty opportunity zones. The program ensures a diverse team of educator candidates effectively trained and supported in the early years of teaching high-quality teachers in high-need schools. The program is designed to provide services and resources leading participants to a Master of Arts in Teaching or a Master of Arts in Education with an emphasis in special education. The program also recruits highly qualified minority educators from diverse backgrounds Doctor of Education degree in Organizational Leadership Program. The program aims to educate and place 40 effectively trained and supported classroom-ready teachers in high need schools and increase the 40 teachers with in-service leadership skills. In addition, twenty participants will be engaged in the program leading to highly trained and intra-district-ready superintendents in two years. A needs assessment references documenting seven critical needs that frame the program rationale. Each need is aligned to a proposed solution, the program's Absolute Prior, and the CPPs. A significant need is documented as the disconnect between teacher preparation and LEA exception for instructional effectiveness, particularly in high needs schools. The proposed program identifies services and resources to address this need in a full-year residency model to ensure that characteristics have content knowledge and skills to succeed in high-heeds schools. Fourteen high needs partner schools are identified, and their needs are charted, evidencing needs. P. 16-26

(ii) The application articles provide a concise overview of four program goals aligned to measurable objectives and outcomes to be achieved by the proposed project. The program design is comprehensive, spanning training faculty and increasing collaboration among the universities and schools to create networking opportunities for induction teachers, leaders, and principals to learn from their peers. Program goals encompass a focus on building coherence between systems and structures to support new teachers at the university, school, and district levels to recruiting 20 high-quality residency candidates of diverse backgrounds to strengthen the pipeline of effective teachers with a concentration in STEM in partnering high needs LEAs. P26-32

The program clearly articulates measurable objectives. For example, a goal is specified to annually recruit and enroll 20 high-quality candidates from diverse backgrounds, 50% of whom will seek certification in high demand disciplines for

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residency programs and commit to teaching in high need partner schools following residency. P. 27

(iii) The application narrates the proposed project as a part of a comprehensive effort identified in their 2030 Strategic Plan to improve teaching and learning and support rigorous academic standards for students, including a focus on science, technology, engineering, health professional, and math (STEHM.) The program is aligned to a comprehensive plan to I crease the number of licensed educators from 150 to 350 per year by 2025 and improve future teacher diversity

by increasing the percentage of teachers of color from 28% to 40% by 2025. The applicant references their history of endeavors and success in training teachers in bi-lingual and literacy and notes that in 2021 the university was approved by the Indiana State Department of Education to begin training teachers in the Orton-Gillingham Academic Math and Reading Approach. P. 32

The proposed program is a part of a comprehensive effort noted in collaboration with high-needs schools. The City Connects program is referenced as an initiative of the university that offers a comprehensive school-wide student support model that tailors services to students' needs. This research-based initiative is highlighted in its impact tactics to address factors limiting learning, such as trauma, deprivation, and hunger. P 34

(iv) The proposed project's design reflects up-to-date knowledge from research and effective practice. The proposed program is based on the research base, and the success of the 2019 Marian Promise TQP grant employs a range of educational skills to bring about the best possible learning outcomes. A Logic Model proposes that if better candidates (recruitment) are effectively trained (residency) and supported in the early years (induction), then schools will have a more effective early career teacher. The application encompasses the Indiana Department of Education legislative update for refocusing education on the Educator's Talent, Q, quality, and Value. In addition, the program is detailed and reflects up-to-date research from the US Department of Education, the Institute of Education Sciences and What Works Clearinghouse, and ESSA. The proposed program utilizes evidence-based What Works Clearinghouse success in a coaching model to provide individualized service and support to improve students' emotional development. P. 34, 62

Weaknesses:

None are noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

- (i) The application identifies and describes evaluation methods designed to provide valid and reliable performance data on relevant outcomes. The New Teacher Project is proposed to be hired as an independent evaluator for the program to conduct process and outcome evaluations that link partners through collaborative data collection, data analysis, reporting, n feedback to advance continuous quality improvement. Data is focused on three areas to supply the project with timely information to improve the program. Data is proposed to be collected from the participants served, assess the impact on the participant, and monitor TQP performance measures. Data is proposed to be collected from partners and program sources of data and publicly available data from the Indiana State Department of Education. P. 37
- (ii) The program identifies methods of evaluation that are thorough, feasible, and appropriate to the goals,

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objectives, and outcomes. The external evaluator is responsible for developing data systems to track program progress and price data for the fidelity of implementation analysis. Qualitative data is referenced to be used to implement fidelity collected from a rigorous data collection process. In addition, an Evaluation team is referenced to conduct interview surveys with residents' teachers, induction teachers, mentor teachers, faculty, and the external evaluation who support the program development. Focus group sessions are dinged to gather input. The independent evaluator is referenced, and their utilization of the research FORECAST model and the four evaluation tiers provide a validated framework. This model encompasses the evaluator, project personnel, and partners to implement assessment tools aligned to strategies to collect data such as observation, state content data, and surveys.) P. 38-41

(iii) The application designates The New Teacher Program the responsibility to construct an action model for year one of the project linking implementation, timeline, and logic model with eventuation activities to ensure all factors of the process are aligned. In addition, NTP is designated responsible for collecting baseline data and identifying annual benchmarks based on performance measures to determine if a sufficient program is being made to attain program goals. P. 38

Weaknesses:

(i) While the application references the work of the independent evaluator in providing valid and reliable performance data on relevant outcomes, information is lacking to specify any strategies to be implemented internally to provide accurate and reliable performed data. For example, this area could be strengthened by the applicant's prior TQP grant, and any lessons learned in collecting valid and reliable performance data to assess the current initiative.

Reader's Score: 18

Selection Criteria - Adequacy of Resources**1. C. Adequacy of Resources (30 points)**

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

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

Strengths:

(i) The application details the applicant organization's adequate support for the project, including facilities, equipment, supplies, and other resources. It is specified that current faculty are dedicated to serving in the program and with full access for participants in curriculum and faculties. Core faculty will be joined by retired superintendents and

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associate superintendents as adjunct staff. The program supplies participants with textbooks and meals on meeting dates. The Grant Management department of the University is stated as committed to the program to provide administrative support for the timely implementation of the program. Facilities dedicated to the program include technology equipment and access and space made available to partners. Remote vital simulation training is available to participants, partners, and partners. Significantly, Diversity Resources are made available to participants and partners to foster personal discovery and growth, and scholarship and creativity are a diverse range of activities for individual learning. The alliance of multicultural student affinity groups is recognized to support the program, including the Asian Student Association, Student Association of Latinos, Union for Black Students, and the Marian Alliance. P. 39, 40

(ii) The budget is specified as adequate to support the proposed project, including the request of \$1,434,097 in federal funds to serve 30 participants annually, with a 100% match. The budget allocates funds for personnel and fringe benefits, travel and supplies contracted services of an independent evaluator monthly living wage stipends for 12-month teacher residents specifying a 2% cap on administrative costs. P. 41

(iii) The application specifies that the costs are reasonable to the proposed project's objectives, design, and potential significance. While the budget allocates funds for the time for the grant project, its impact will expand beyond the grant period in building and sustaining strong collaboration to support an innovative pathway to teacher and superintendent licensure in the State of Indiana to meet the needs of high needs schools and the foster a diverse scope of persons enrolling in preparation courses. The new partnership features enable smaller entities to come together to collaborate to make an impact on teaching and learning. P. 44- 49

(iv) The applicant asserts 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 critical to the project's long-term success. For example, volunteer graduates will transition into leading program social support groups, and alumni affiliation groups are stated to assist. Fundraising is identified as an option by partners. In addition, it is proposed to cultivate alumni and community donors and incorporate micro-campaigns into long-term sustainability strategies. A letter for support from the Indiana Department of Education

references the legislative recognition of the importance of innovative programs to expand teacher preparation; The application mentions collaboration with community groups to sustain the program impact beyond the grant period. For example, Teacher Treasures is identified as a charity that obtains and distributes school supplies for teachers of students in need; significantly, the program school district partners are committing \$2,600. Stipends for residents and resident mentors beyond the grant period. P 140

Weaknesses:

- (ii) The application mentions a shortage of educators; however, data is not provided to substantiate the need
- (iii) While the application references some essential resources to sustain the program beyond the grant period, information is lacking in identifying a significant financial need to support the entire program, including faculty salary and consultant fees,
- (iv) The applicant references two partners; however, only one letter is provided. An omission is noted from Wayne Township discussed throughout the design of the project P. 58, 100

Reader's Score: 22

Selection Criteria - Quality of the Management Plan

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

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

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

Strengths:

(i) Some components of a program management plan are articulated and indicated as responsible for achieving the proposed project's objectives on time, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. This is evidenced in charting program management in specifying each goal and aligning each to an objective. Each goal and objective is identified and assigned to three or more persons responsible for accomplishing it, noting milestones and a time frame. Key managerial staff is responsible for objectives focused on training clinical faculty on the Teaching Standards Rubric indicators in program evaluation. Aligned to the management is critical staff training for initial customized training to clinical faculty to address gaps and ensure equal access. Significantly, the key staff is identified and designated to pilot a refined recruitment plan with junior and senior high school students. Another innovative responsibility designated to the management team is piloting a refined financial assistance support plan with students guiding them through applying for and securing scholarships and grants. Financial opportunities to ensure college costs are not a barrier. P. 46-48

The application provides information on the key staff who comprise program management, identifying each staff person and noting their qualification aligned to their responsibilities in the proposed program. Persons are determined to serve a critical managerial duty as high-level leaders to ensure the program is implanted with high fidelity. A staff person is noted as overseeing the Doctorate in Organizational Leadership, and another is to monitor partnership implementation. An evaluation partner is also identified (P. 54-58)

(ii) The application articulates general overviews of procedures focused on ensuring feedback and continuous improvement in the operation of the proposed project. A third-party evaluator is identified as contracted to work with the program stall to collect baseline data for all performance indicators and set annual benchmarks. A five-step Formative process evaluation is detailed as an internal necessity for monitoring program implementation. A Summative evaluation is identified for an outcome evaluation to assess project effectiveness and implementation on the target population P. 56 -58

Weaknesses:

- (i) Information is lacking to identify the person or persons responsible for ensuring that program goals and objectives are accomplished within budget.

(ii)

While the critical staff is identified as working together to accomplish program objectives and milestones, information is lacking to design the one person responsible for the action or to define the workings of collaboration; for example, district and school administrators are listed to provide mentor teacher training. This is not very clear to understand the role of the school administrators in this activity. Overall, a specific managerial narration is lacking to define the project director, their responsibilities, and any chain of command. The time for on-site coaching and support is noted as once a year for coaching residents. P. 47

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Reader's Score: 14

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

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

Strengths:

a) The application presents a program focused on 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. The application draws participants from the city's diverse population as an urban university. The goal is to highlight a demographic composition that mirrors the nation's populations, specifically a 50% female-to-male ratio, 18% Hispanic, and 13% Black or African American. The applicant identifies their successful history in assisting individuals who face challenges in completing their degree. It is asserted that funding from generous donors supports the program, which offers 25 incoming scholars full tuition to the university. The program advances research-based holistic, student-centered learning to enable each to reach their potential in completing the program in non-threatening environments. P. 59

Weaknesses:

None are noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

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Strengths:

Projects designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, by increasing the number of teachers with certification or dual certification in a shortage

Weaknesses:

None are noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

Strengths:

The proposed project is designed to improve students' social, emotional, academic, and career development, focusing on underserved students by creating a positive, inclusive, and identity-safe climate at higher education institutions and implementing evidence-based practices for advancing student success for underserved students. This is evidenced in a program design that provides evidence-based Social-Emotional Learning methodologies offered through the University's Counseling Services experts to identify participants' strengths and challenges and addresses the five attributes of SEL. Developing the attributes and skillsets is essential when leading classroom instruction in high-demand school districts. P. 61

Weaknesses:

None are noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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

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

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

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

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

Strengths:

The application describes a program that demonstrates a comprehensive project design goal to promote educational equity and adequacy in resources and opportunities for underserved students in preschool through high school. It is significant that the delivery of services for educators and school leaders serving in high school advance a research-based understanding

documenting the differences between groups in educational attainment related to people's race, ethnicity, and gender. The curriculum is culturally relevant for promoting equity and adequacy in resources and opportunities for minority individuals. P. 64

None are noted.

Weaknesses:

Reader's Score: 2

Invitational Priority - Invitational Priority

Partnership Grants for the Establishment of Grow Your Own Programs

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

1.

The application does not indicate to seek consideration for the Invitational Priority.

Strengths:

The application does not indicate to seek consideration for the Invitational Priority.

Weaknesses:

0