

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

Status: Submitted

Last Updated: 07/21/2020 12:42 PM

## Technical Review Coversheet

**Applicant:** Georgia State University Research Foundation, Inc. (S423A200035)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	35	35
<b>Significance</b>		
1. Significance	20	20
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	25
<b>Sub Total</b>	100	100
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Promoting STEM Education/Computer Science</b>		
1. CPP1	3	2
<b>Sub Total</b>	3	2
<b>Competitive Preference Priority</b>		
<b>Fostering Knowledge and Promoting Development</b>		
1. CPP2	2	2
<b>Spurring Opportunity Zone Investment</b>		
1. CPP3	5	5
<b>Sub Total</b>	7	7
<b>Total</b>	110	109

# Technical Review Form

Panel #3 - SEED - 3: 84.423A

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

Applicant: Georgia State University Research Foundation, Inc. (S423A200035)

## 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:

(1) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

(2) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(3) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

(4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

### Strengths:

(1) Project CREATE actualizes its title in strengthening university-district partnerships in Compassion, Reflection, and Equity for Atlanta Teacher Effectiveness. The three-year teacher residency highlights cross-organization and community-centered evidence-based learning experiences to enhance a diverse pool of educator and leader effectiveness. The program is focused on recruiting and retaining new elementary and middle school math and science teachers and ELA, and social studies teachers who meet the needs of students in high needs communities. A vibrant component of partners is noted to support 90 new teachers in QOZ schools and also produced modified programs for 30 student teachers and professional development for 650 teachers and 30 school leaders. The program focuses on developing effective educators and nurturing a thriving community of educators committed to teaching and promoting racial justice. The exceptional program is framed in the research of stunned that meets What Works Clearinghouse standards without reservations. Program goals are specified and focused on recruiting, preparing, and retaining teachers through knowledge, support, and connections. The program or the pathways are well narrated and copiously detailed in Appendix I. The unique component of the program is its approach in pathways. One focuses on a three-year residency for elementary and middle schools' teachers with a focus on math, science, ELA and social studies. The components of the residency are adult chatted detailing annual programs. A second pathway is focused on retaining new teachers, proving one year of targeted support during university student teaching. Both programs are noted for their equity center compassion mentorship skills and an understanding of students' needs. Pages e 26- 30

(2) . The curriculum is detailed and integrates with those across various departments that create a new hybrid approach. This approach is clearly structured to enable teachers to work across institution divides and bring together the school, the university and community in partnerships. The quality and intensity are identified and detailed, specifying six key services aligned to a comprehensive description of program sequence of study. One exceptional program component is Equity Programming. This initiative offers ten cohort meetings in years one, two meetings in the second year and notes extensive exposure opportunities in years three. Paged e 31-33

(3) The project design is appropriate to meet the needs of educators and students, and the university and the

community to achieve success. The program is detailed as building on a successful research-based and evidence-based program. This is detailed in signature STEM program highlighting networking with partners focused collaboration in professional development opportunities. Professional development is specified as aligned to meeting the specific needs of individual school. In addition, the applicant references program evaluation of successful prior grant programs. Page e 36.

(4) It is clearly detailed that the proposed program will be implemented with a clear focus on continued endeavors in capacity building. The program planning highlights serving educators in high need schools aimed to advance a more sustainable teaching/learning mode. Page e 36

It is noted that the program is leveraging the success and knowledge of past federal grants to design new initiatives and advance partnerships. In summary, it is specified that the program is designed to evolve research-based concepts and skills which are transferable into effective decision making for instruction and learning. Page e 39

Overall, Project CREATE is a well-developed initiative which actualizes its title in strengthening university-district partnerships in Compassion, Reflection, and Equity for Atlanta Teacher Effectiveness. The three-year teacher. A comprehensive 3-year teacher residency program is blended with serving 30 student teachers and also providing professional development to 650 experienced teachers/school leaders focusing on advancing student achievement in the QOZs.

**Weaknesses:**

None are noted.

**Reader's Score: 35**

**Selection Criteria - Significance**

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

- (1) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**
- (2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.**
- (3) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.**

**Strengths:**

( 1) One achievement is the recruitment and retainment of 90 new teachers in high needs schools through the residency program. A second impact is the provision of modified programming for 30 student teachers and providing professional development to 650 experienced teachers/school leaders. An essential impact of the project is a program that prizes a culturally responsive and inquiry-based curriculum in support of student academic needs and social and emotional development, focusing on closing the achievement gap. Page e 41

(2). A study designs a quasi-experimental, matched comparison study. To affirm the success and contributions of the program, Empirical Education Inc, an independent evaluation consultant group is to be hired and identified to investigate the effect of the program on student learning and effective teacher placement and retention in QOZ schools. A non-equivalent comparison group study is proposed, which is identified as meeting WWC standards with reservation. The project is in coordination with research studies and programs conducted by Georgia State University. The program is specified as coordinated with a research project currently in effect in the university. This study is detailed and focused on inquiry based learning. Page e 43

(3) A well-developed dissemination plan is proposed in ways that will enable others to use the information. This is detailed in specifying that the evaluation team will publish interim and final research reports related to the retention of teachers and the effectiveness of the proposed project. Upon completion of the grant program, the program evaluators are designated as responsible for publishing at least one WWC level research article in a high impact education journal and also present final results at a national conference as appropriate. Page e 44.

**Weaknesses:**

None are noted.

**Reader's Score: 20**

**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:**

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

**(2) 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.**

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

**Strengths:**

(1) The program encompasses well-developed goals, measurable objectives, and specifies outcomes to be achieved. This is evidenced in a concise and comprehensive chart (Table C1.1. CREATE goals and objectives and outcomes (with measures). One pertinent measurable objective is to increase the retention of teachers in QOZs. Data is specified to be collected from retention data from APS Human Resources-GA-DOE. The applicant also details the objective of increasing ownership of district/university with financial contributions and engagement in cost-share contribution to the project to increase over time. Page e 46

(2) Table C2.1 CREATE Management Plan articulated a concise management plan detailing goals aligned to milestones, a time frame, and the person designated as responsible for attaining the milestone. A notable milestone is to review evaluation reports, and conduct evaluation cost-focused to adjust the program in a quarterly time frame. It is the designated responsible for the evaluation consultants, the research team, and the administrative team. Page e 49 and Appendix D and Letters of support in appendix.

(3) Adequate procedures for ensuring feedback focused on continuous improvement in teaching and learning are clearly articulated. It is significant that the evaluation teams are diverse and comprehensive and comprise of administrators, advisory team members and, the Induction Collaborative. It is specified that monthly meetings are hosted among program participants in the university and schools and partners. The collaboration among partners and the evaluation team encompass protocols for feedback from diverse perspectives, which enable in-depth analysis of quantitative and qualitative project data. Page e 51.

**Weaknesses:**

None are noted.

**Reader's Score: 20**

**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:

(1) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(3) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible

**Strengths:**

(1) The program evaluation plan designated the lead responsibility to an independent evaluation consultant organization that demonstrates experience in federal grant evaluations, including SEED and Investing in Innovation. The design to evaluate the program's impact on confirmatory courses uses a design that meets WWC standards With Reservations. Effective components of the evaluation plan are detailed. The program encompasses a process with rapid-cycle feedback, in a study of fidelity focused on identifying compliance and obstacles. Evaluation methods are specified as measurable and noting threshold in order to determine the cost-effectiveness of the program. A significant evaluation plan timeline is presented which details each year of residency. It is significant that an evaluation process is implemented focused on the graduation rates of their students and the effectiveness of instruction of teachers enrolled in the program. The assessment of the residency program also encompasses a focus in on retention of teachers related to teaching and student achievement. Page e 51

(2) Evaluation methods include identifying barriers and developing strategies to scale them. It is noteworthy that formative feedback about program comments will begin within 90 days of data gathering in each cycle. A description of outcome measures and their reliability statistics are provided in an appendix. Page e 54 and Appendix G

(3). Effective evaluation methods are adequately incorporated in the program including five comprehensive research questions, which are designed to will produce qualitative and quantitative data. For example, quantitative data is tracked on teacher retention in high needs QOZs. A concise Fidelity of Implementation Matrix specifies the key program components. These are aligned to indicators of fidelity and measurable thresholds for achievement. A strong component is highlighted in teacher professional development which includes a summer resident program. Quantitative data will be collected during this program to all to measure participants' attendance, proposing a 95% outcome of residents' attendance in year one. Page e 56

**Weaknesses:**

None are noted.

**Reader's Score: 25**

## Priority Questions

### Competitive Preference Priority - Promoting STEM Education/Computer Science

1. **Projects designed to improve student achievement or other educational outcomes in science, technology, engineering, math, or Computer Science. These projects must address increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including Computer Science, through recruitment, Evidence-Based professional development strategies for current STEM educators, or Evidence-Based retraining strategies for current educators seeking to transition from other subjects to STEM fields.**

#### **Strengths:**

The project's design specifies a goal focused to improve student achievement in science, and math. The project addresses increasing the number of educators adequately prepared to deliver rigorous instruction in math and science through recruitment, and Evidence-Based professional development strategies for current STEM educators. Pages e 34-36

#### **Weaknesses:**

Adequate information is lacking to address increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including Computer Science or strategies for retraining current educators seeking to transition from other subjects to STEM fields. Page e 36

**Reader's Score: 2**

### Competitive Preference Priority - Fostering Knowledge and Promoting Development

1. **Projects that are designed to support projects likely to improve student academic performance and better prepare students for employment, responsible citizenship, and fulfilling lives, including by preparing children or students to:**
  - (i) **Develop positive personal relationships with others.**
  - (ii) **Develop determination, perseverance, and the ability to overcome obstacles.**
  - (iii) **Develop self-esteem through perseverance and earned success.**
  - (iv) **Develop problem-solving skills.**
  - (v) **Develop self-regulation in order to work toward long-term goals.**

#### **Strengths:**

The projects are designed to improve student academic performance through an emotional and social learning component. For example, it is well noted that the program encompasses essential components align in a culturally responsive and inquiry-based curriculum and social and emotional skills development in support of student academic needs aimed on closing the achievement gap. Positive personal relationships skill development is evidenced in collaborative learning. Page e 41

#### **Weaknesses:**

No weaknesses found.

Reader's Score: 2

**Competitive Preference Priority - Spurring Opportunity Zone Investment**

1. Under this priority, an applicant must demonstrate the following:

(a) The area in which the applicant proposes to provide services overlaps with a QOZ, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code (IRC). An applicant must—

(i) Provide the census tract number of the QOZ(s) in which it proposes to provide services; and

(ii) Describe how the applicant will provide services in the QOZ(s).

**Strengths:**

The applicant identifies that the QOZs are within the school districts to be served. The applicant provides the census tract number of the QOZ(s) in which it proposes to provide services. The services to be delivered in the QOZs are focused on effective teacher preparation and professional development for all educators focused on advancing students' academic competencies and social and emotional learning. For example, it is stated that the applicant is experienced in working with the community in proven successful programs and will leverage knowledge gained and lessons learned in past federal grants to design new initiatives and advance partnerships to effectively serve the needs of educators and students in QOZ schools. Page e 39

**Weaknesses:**

No weaknesses found.

Reader's Score: 5

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**Status:** Submitted  
**Last Updated:** 07/21/2020 12:42 PM



Status: Submitted

Last Updated: 07/20/2020 10:43 AM

## Technical Review Coversheet

**Applicant:** Georgia State University Research Foundation, Inc. (S423A200035)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	35	35
<b>Significance</b>		
1. Significance	20	20
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	25
<b>Sub Total</b>	100	100
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Promoting STEM Education/Computer Science</b>		
1. CPP1	3	2
<b>Sub Total</b>	3	2
<b>Competitive Preference Priority</b>		
<b>Fostering Knowledge and Promoting Development</b>		
1. CPP2	2	2
<b>Spurring Opportunity Zone Investment</b>		
1. CPP3	5	5
<b>Sub Total</b>	7	7
<b>Total</b>	110	109

# Technical Review Form

Panel #3 - SEED - 3: 84.423A

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

Applicant: Georgia State University Research Foundation, Inc. (S423A200035)

## 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:

(1) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

(2) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(3) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

(4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

### Strengths:

Overall the proposal was well-written. The project appears to be a scale up from previous projects. Additions involve increased numbers and strategies to better meet the needs of the targeted populations. My only concern is the massive budget to run such an extensive project. 90 new teachers 30 student teachers 650 in-service teachers including 30 school leaders \$14,746,246 72,000 K-12 students \$204 per student

- This project is well-written and based on well-researched strategies with several exceptional and innovative components. Evidence-based strategies that support What Works Clearinghouse standards are included in the proposal and include the research of Young et al., Zeichner, and Glazerman. (e23), Teach for Tomorrow, and TFA and New Teacher Center models. (e27)

- The CREATE program appears to be exceptional in nature in that the candidates are educated to become community educators with a strong community-minded awareness and equity-centered coursework. (e26) Educating students to become productive citizens is one of the priorities in the SEED guidelines. There appears to be a strong community presence and support by numerous community entities. An additional innovative approach is the pairing of second-year residents to team teach. (e26)

- CREATE is an extension of a successful pilot program that has increased retention of teachers and supports continued building of skills and knowledge. (e34) One of the reasons for the pilot's successes is the abundance of ongoing, well-planned training and professional development that is also evident in the CREATE project. Training and professional development is conducted at various levels from new teacher candidates to experienced teachers seeking greater knowledge and involvement. (e23-34) The program is well-structured to ensure that each level of educator receives the necessary training, knowledge, and support to be successful in bringing about student achievement. Professional development activities are of high quality, ample duration, and intensity to align with researched requirements for successful, ongoing professional development.

- The design of the project is appropriate to, and addresses the needs of the diverse population of the Atlanta

metro area, in particular the south side. (e23-34) One example is equity training of teachers to help the targeted population of K-8 students who are 84% students of color and 78% are eligible for free or reduced lunches. (e35-36) Another strong indication of meeting district needs is the success and positive feedback resulting from the CREATE pilot program. (e36-37)

- Several factors will help secure sustainability upon conclusion of grant funding. First, teachers trained as facilitators or cooperating teachers will continue to provide support and expertise to new and experienced teachers in the district years after funding has lapsed. Second, in-kind funding from district partners is slated to continue with successful components of the program. Third, community partners and district personnel are eager to continue what began as a pilot and will be enhanced with SEED funding. (e37-39) There appears to be a great deal of buy-in on the part of the stakeholders in this project which should help assure practices are continued.

**Weaknesses:**

- There were no weaknesses noted.

**Reader's Score: 35**

**Selection Criteria - Significance**

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

**(1) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

**(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.**

**(3) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.**

**Strengths:**

- The magnitude of the project's outcomes for training of teachers and recruitment of minority teachers was addressed by the applicant in two ways: First in numbers of teachers and students impacted, and secondly, with the positive impact the strategies used in the project will have on teachers' attitudes and commitment. This is particularly true when discussing retention of teachers of color. (e39-40) For instance, 90 new teachers, 30 student teachers, 650 experienced teachers, and 14 varied individuals will be benefit from the strategies. Ultimately, Atlanta's 72,000 K-12 students will be impacted by raising achievement and community awareness.

- A detailed logic model is found in Appendix H and provides input/services and outputs for short- and long-term outcomes. (e347) The use of a detailed logic model has provided the applicant with a clear vision for the outcomes of this project and helps to ensure its success.

- There appears to be a plethora of research, such as Hill, Bloom, Black, & Lipsey and Coburn, coming from the project that will contribute to the advancement of theory, knowledge, and practices in education. Using a quasi-experimental approach that meets WWC Standards, CREATE expects to raise average achievement of students. (e42) Qualitative studies will be done to discover teaching effectiveness and benefits of strategies used in the project (e43)

- Because of the wealth of research to come from the project, the applicant proposed disseminating knowledge in several ways. Articles will be published by the evaluators and the project team. Conference dissemination will also happen. (e44-45) State and regional as well as local entities will benefit from the results of the project. Through multiple

dissemination venues, the project results will be shared and hopefully replicated to support such goals as recruitment of minority teachers to teach in schools with high percentages of students of color and high poverty rates.

**Weaknesses:**

- There were no weaknesses noted.

**Reader's Score: 20**

**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:**

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

**(2) 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.**

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

**Strengths:**

- Goals, objectives and outcomes are outlined in a detailed chart. (e45-47) Goals are measurable and clearly specified. Suggested qualitative and quantitative measures are provided for assessment. For example, project staff will use retention data for the district to determine if retention of teachers in the QOZ has increased. Retention is a major concern for leaders in urban settings. Successful evaluation of strategies to increase retention starts with a well-designed plan and clearly stated goals, objectives, and outcomes.
- The management plan has been designed to help assure that the objectives are met on time and within budget. Responsibilities, timelines and milestones are specified in the management plan. (e47-49) Project staff have built in numerous bonus projects to help ensure buy-in and success for project goals. One example is the creation of a Black Male Educator Collaborative. (e48) This project directly relates back to the need to increase recruitment and retention of teachers of color in the locality. If the plan is followed, the project should be successful in meeting the specified goals in a timely manner.
- Previous grant funding cycles have prepared project staff to better meet the goals set forth in this proposal by providing them with experiences and a comfort level to increase numbers in and intensity of projects. (e49) For instance, managing smaller cohorts initially than ramping up numbers through previous grants has prepared staff to take on a project of this magnitude.
- The applicant's plan is sound in that leadership is developed in teams that are responsible for various aspects of the project. Procedures are specified that will ensure feedback is continuous and purposeful. Four teams made up of members from across all venues will be involved in the feedback loop. (e49-50)
- Resumes and vitae for all key staff are provided and appear to support the qualifications of each of the individuals to carry out their role successfully. Collectively the staff have a wealth of experience in all necessary avenues within the project. (e73-304)
- Appropriate letters of support are provided from key educational entities as well as the technical work team. This

appears to be a collaborative effort in both planning and execution that should support project success. (e307-332)

**Weaknesses:**

- There were no weaknesses noted.

**Reader's Score: 20**

**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:**

**(1) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.**

**(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**(3) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible**

**Strengths:**

- A qualified and experienced outside evaluator will provide the leadership for conducting quantitative and qualitative research to measure project outcomes. (e51-53) A timeline for evaluations was provided with great detail on each of the measures of the evaluation plan. (e51-64) Having a qualified evaluator and detailed plan such as presented by the applicant helps to assure that goals, performance objectives, and outcomes are purposefully aligned with assessments that will showcase results that can be used to support the project and promote a research-based agenda.
- Performance feedback through a feedback loop will be returned to the program team using a Plan-Do-Study-Act framework. An ongoing, reflection in action framework such as this will support the project's goals and give direction to project staff and stakeholders. Assessment will be periodic and ongoing using both qualitative and quantitative methods. (e54-54)
- The applicant has utilized several well-researched strategies in designing their evaluation system. A clear design has been formatted that develops research questions that coincide with the intended outcomes of the project and are valid and reliable. SMART goals are utilized for monitoring progress. Evaluation plans directly align with the Logic Model found in Appendix H and utilize a Fidelity of Implementation Matrix. (e55-59; e347-348) Use of a logic model and matrix provides direction and cohesiveness to the project staff.

**Weaknesses:**

- There were no weaknesses noted.

**Reader's Score: 25**

**Priority Questions**

## Competitive Preference Priority - Promoting STEM Education/Computer Science

1. **Projects designed to improve student achievement or other educational outcomes in science, technology, engineering, math, or Computer Science. These projects must address increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including Computer Science, through recruitment, Evidence-Based professional development strategies for current STEM educators, or Evidence-Based retraining strategies for current educators seeking to transition from other subjects to STEM fields.**

### Strengths:

- The first of three pathways of the project emphasize preparedness in math, science, ELA and social studies in a 3-year residency program. (e25) This is a positive aspect of the program considering the project participants are pre-service and in-service K-8 teachers. An interesting aside is that the project leaders are hopeful that candidates will be enticed to pursue additional math and science emphasis areas.

### Weaknesses:

- The application would benefit from more detailed overview of preparing candidates in STEM areas. The applicant did not address the area of computer science. (e25; e309)

Reader's Score: 2

## Competitive Preference Priority - Fostering Knowledge and Promoting Development

1. **Projects that are designed to support projects likely to improve student academic performance and better prepare students for employment, responsible citizenship, and fulfilling lives, including by preparing children or students to:**

- (i) **Develop positive personal relationships with others.**
- (ii) **Develop determination, perseverance, and the ability to overcome obstacles.**
- (iii) **Develop self-esteem through perseverance and earned success.**
- (iv) **Develop problem-solving skills.**
- (v) **Develop self-regulation in order to work toward long-term goals.**

### Strengths:

- A large portion of the training in this proposal for both pre-service and in-service teachers is the focus on mindfulness training, specifically cognitively-based compassion training and equity-centered, anti-racist work. (e29) Considering that 85% of the student population of Atlanta are black, training in these areas is very much needed.

### Weaknesses:

- There were no weaknesses noted.

Reader's Score: 2

## Competitive Preference Priority - Spurring Opportunity Zone Investment

1. **Under this priority, an applicant must demonstrate the following:**

(a) **The area in which the applicant proposes to provide services overlaps with a QOZ, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code (IRC). An applicant must—**

- (i) **Provide the census tract number of the QOZ(s) in which it proposes to provide services; and**

**(ii) Describe how the applicant will provide services in the QOZ(s).**

**Strengths:**

- The Atlanta Board of Education and Atlanta Public School principals have collectively provided letters of support for the project. (e311-314) This is important because much of the southern branch of Atlanta Public Schools is centered in a low income, predominantly black portion of Atlanta. The district and the schools in the southern portion of that district are designated as QOZs by the Secretary of the Treasury under section 1400Z-1. Opportunity zone tracts are identified on page e365-366. There is clearly a need for the outcomes specified in the project in the schools of Atlanta's south side.
- Minority candidates will be recruited and trained to work in schools. (e24) The applicant has provided a rationale for the recruitment of minority candidates for these schools. They have also provided methods and strategies for addressing the needs of both the candidates and their students so that student achievement can be heightened. Examples of methods and strategies utilized are recruitment of minority candidates to work in high-minority schools and providing a 3-year residency program, which is well-researched and touted as a highly effective means to education new teachers, as the first pathway of the project.

**Weaknesses:**

- There were no weaknesses noted.

**Reader's Score: 5**

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**Status:** Submitted  
**Last Updated:** 07/20/2020 10:43 AM

Status: Submitted

Last Updated: 07/20/2020 11:06 AM

## Technical Review Coversheet

**Applicant:** Georgia State University Research Foundation, Inc. (S423A200035)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
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<b>Sub Total</b>	100	100
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Promoting STEM Education/Computer Science</b>		
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<b>Sub Total</b>	3	2
<b>Competitive Preference Priority</b>		
<b>Fostering Knowledge and Promoting Development</b>		
1. CPP2	2	2
<b>Spurring Opportunity Zone Investment</b>		
1. CPP3	5	5
<b>Sub Total</b>	7	7
<b>Total</b>	110	109



# Technical Review Form

Panel #3 - SEED - 3: 84.423A

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

Applicant: Georgia State University Research Foundation, Inc. (S423A200035)

## Questions

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(2) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(3) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

(4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

### Strengths:

Overall Impression: The overall design of the project is well developed and reinforces the overall mission the grant proposal anticipates accomplishing. The project's design is the force that has the potential to its successful scalability and replication in a variety of settings.

### Strengths

(1) The applicant provides strong evidence that the proposal is exceptional. Examples of evidence include the notion that the proposal will address attrition in the target area. This approach is exceptional because it will involve the applicant drawing on residents from the large pool of candidates enrolled in the partner university's College of Education. This pool is also where racial demographics in 2019-20 approached the demographics of local schools and where many teacher candidates have made informed commitments to being educators and completing a university-based teacher preparation program focused on urban education. The program's elements within each of the project's goals will draw on What Works Clearinghouse and other evidence-based strategies such as instituting a 3-year residency elementary and middle level in-service program focusing on ELA, math social studies and science that includes a two-year mentoring component (pp. e24, e25).

(2) It is evident that the professional development is of sufficient quality, duration and intensity. Sound examples of the quality, duration and intensity include such things as teachers participating in a one-month summer academy, focused on engagement with youth in community settings. One month is sufficient time for teachers to gain an understanding of the community in which they will be working. Participants will participate in a three-year, two-summer residency program in which they engage in activities such as student teaching, teaching summer school, and shared planning instruction, assessment and data management responsibilities; and professional development for experienced educators who want to hone their culturally responsive practices. Activities of this magnitude are more than adequate for teachers to gain the skills necessary to be successful in the target settings (pp. e25-e3).

(3) The applicant provides strong evidence that the project is appropriate to, and will address the needs of the target

group. As noted on pages e34, e35, for example, the project's design proposes addressing the target population's needs specific to schools' challenges with attracting equity-minded, compassionate, effective teachers, who feel supported and therefore stay in high poverty schools. Some of the activities to address the needs of the target population include but are not limited to incentives for new teachers to develop STEM content knowledge through additional university math and science courses. Project participants will also participate in Cognitively-Based Compassion Training and Equity-centered, compassion-based meetings. In addition, project participants will be supported by trained mentors with expertise in culturally responsive, engaging classroom practices. These activities have the potential to successfully address and mitigate the needs experienced by the target population.

(4) The proposal includes a sound process for incorporating the project into its ongoing efforts beyond grant funding. Incorporation efforts include financial contributions from the Atlanta Public Schools defraying costs of \$10k toward each year-two residents' participation. The project also proposes the leveraging of Supporting Effective Educator Development awards funds to reach more schools and principals within the district to generate widespread understanding of the benefits of the residency, equity-centered programming, and scaled cooperative teacher training programs. These efforts have promise to ensure the proposals sustainability efforts beyond the grant period (pp. e37, e38).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 35**

**Selection Criteria - Significance**

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

- (1) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**
- (2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.**
- (3) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.**

**Strengths:**

(1) It is highly likely that improvements in teaching and student achievement will be attained based on the project's significance. To ensure its intended results and impact, the project will implement a robust process that includes recruiting and retain 90 new teachers in high-needs schools through its residency program; providing modified programming to 30 student teachers; and provide professional development to 650 experienced educators to include 30 school leaders in these same schools (p. e39). The project's efforts will also focus on increasing the percentage of teachers of color. These efforts are significant because they have the potential to effect systemic change that provides greater educational equity and stability across systems as well as positively impact student achievement (pp. e41 e46, e47).

(2) The proposal well demonstrates the potential to contribute to the advancement of theory knowledge and practice in the field. For example, the proposal will utilize a quasi-experimental, matched comparison study and a complimentary exploratory study. These studies are significant because they anticipated to produce important results about the effectiveness of the project's potential to impact knowledge and practice. The proposal will also utilize an impact evaluation to investigate the effects of the project on student achievement and teacher instruction and retention outcomes using a nonequivalent comparison group study, designed to meet What Works Clearinghouse standards with reservations

(pp. e42, e43). A logic model that presents a visual plan for guiding the project's implementation supports the project's theoretical approach is also demonstrated. The logic model shows the relationships among the project's strategies activities, outputs, and anticipated outcomes (p. e403).

(3) The proposal includes sound dissemination efforts for the sharing and use of the project's strategies and results. Such efforts, for example, include the external evaluation team publishing interim and final research reports related to the retention and effectiveness of the project's participating teachers (p. e44). In addition, the project's partner university's research team will also disseminate results from their qualitative case-study design through international, national, and local conferences, and will continue to publish research articles in journals targeted to teacher practitioners, and teacher educators (p. e45).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 20**

**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:**

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

**(2) 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.**

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

**Strengths:**

1) The applicant evidence includes three broad goals and outcomes to be achieved by the project. The goals are well-defined, clearly identify the target audience to be served, and will serve as a sound mechanism for evaluating the overall project. One of the goals, for example, is that the applicant proposes to recruit and retain racially diverse cohorts of new teachers. In addition, for ensuring the goals are met, the proposal evidence objectives that are realistic, measurable, and time-bound. For example, the applicant will increase teacher diversity, specifically teachers of color (pp. e46-e47).

2) A detailed management plan for ensuring the objectives are achieved and for the effective implementation of the project is evidenced. To further insure the effective implementation of the project, the management plan includes clearly defined responsibilities of project personnel a detailed outline of project activities, milestones, and dates for when each activity takes place, and identifies project staff responsible for when each activity will be addressed. (pp. e48, e49)

3) A sound process for ensuring feedback and continuous improvement in the operation of the project is demonstrated. For example, the process will involve the administrative team meeting bi-weekly to utilize data to analyze success and trouble-spots for residents and experienced educators and focus on planning upcoming programming. The feedback process will also include the partner university's research teams meeting with the project administration to share preliminary findings and to study the project's areas that may need improving (pp. e49, e50).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 20**

**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:

(1) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(3) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible

**Strengths:**

(1) The proposal well describes how the evaluation will utilize multiple studies to gauge the project's overall effectiveness. Specifically, one study will involve a rapid-cycle feedback to support the project achieving its intended outcomes and reaching performance goals. A second study of Fidelity of Implementation will be used to gauge obstacles to the project achieving optimal thresholds. One additional study will gauge the impact of the project on its confirmatory outcomes. In addition, the respective design of each of the studies meet WWC Standards without reservations (pp. e51-e53).

(2) The project outlines a thorough evaluation methodology that is designed to assess the project's progress. The methodology is thorough because a Plan-Do-Study-Act framework based on Improvement Science will be used to provide timely formative feedback to the program team so that adaptations can be made, as necessary. In addition, specific areas critical to the continuous improvement of the project will be identified and these indicators will be assessed regularly, summarized annually, and reported and discussed with the project's directors (pp. e53, e54).

(3) Clearly identified performance measures anticipated to produce qualitative and quantitative data is evidenced. Examples of objective performance measures include but are not limited to Cohort graduation rates, increased teacher effectiveness, increased teacher retention, and increased student achievement (pp. e51, e52).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 25**

**Priority Questions**

**Competitive Preference Priority - Promoting STEM Education/Computer Science**

- 1. Projects designed to improve student achievement or other educational outcomes in science, technology, engineering, math, or Computer Science. These projects must address increasing the number of educators adequately prepared to deliver rigorous instruction in STEM fields, including Computer Science, through recruitment, Evidence-Based professional development strategies for current STEM educators, or Evidence-Based retraining strategies for current educators seeking to transition from other subjects to STEM fields.**

**Strengths:**

The applicant provides strong evidence that the project will promote Science, Technology, Engineering, or Math (STEM) Education. As indicated in the narrative, for example, the project will provide incentives for new teachers to develop STEM content knowledge through additional university math and science courses. (pp. e34, e35). The development of the content knowledge has promise to positively impact increases in the number of educators in the target area adequately prepared to deliver rigorous instruction in STEM fields.

**Weaknesses:**

The proposal does not address concepts or activities specific to computer science.

**Reader's Score:**      2

**Competitive Preference Priority - Fostering Knowledge and Promoting Development**

- 1. Projects that are designed to support projects likely to improve student academic performance and better prepare students for employment, responsible citizenship, and fulfilling lives, including by preparing children or students to:**

- (i) Develop positive personal relationships with others.**
- (ii) Develop determination, perseverance, and the ability to overcome obstacles.**
- (iii) Develop self-esteem through perseverance and earned success.**
- (iv) Develop problem-solving skills.**
- (v) Develop self-regulation in order to work toward long-term goals.**

**Strengths:**

The proposal will provide participants with compassion-based training professional development on multi-skilled mindfulness training. Training of this caliber is designed to improve student's emotional intelligence, increase student empathic accuracy with others, and enhance student's pro-social motivation (p. e29).

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**      2

**Competitive Preference Priority - Spurring Opportunity Zone Investment**

- 1. Under this priority, an applicant must demonstrate the following:**

**(a) The area in which the applicant proposes to provide services overlaps with a QOZ, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code (IRC). An applicant must—**

- (i) Provide the census tract number of the QOZ(s) in which it proposes to provide services; and**

**(ii) Describe how the applicant will provide services in the QOZ(s).**

**Strengths:**

The proposal includes census tract number of the QOZ(s) in which it proposes to provide services (p. e365).

The proposal clearly describes how the project is designed to meet three goals specific to the recruitment and retention of a diverse group of new teachers through preparation, support, and connection in the identified opportunity zones. The recruitment and retention efforts will focus on services specific to gaining knowledge in culturally relevant pedagogy, compassion-based mindfulness training, and teacher leadership (pp. e2, e29).

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**     **5**

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