

TABLE OF CONTENTS

NOLA SEED: A Project to Improve & Expand Nontraditional Educator Pathways

I. Project Background: The Broken Teacher Pipeline & An Innovate a System of Opportunity	1
A. NOLA SEED Pathways to Teaching Certification (Graphic)	3
II. Quality of Project Design: A Capacity-Building Approach	4
A. Nontraditional Educator Preparation Programs (AP1) – Tulane, Xavier & TNTP	4
1. Moderate Evidence of Effectiveness for NOLA SEED Induction Models	7
2. Program Improvements, Timeline, and CPP 1, 2, and 3 Alignment	8
B. Grow Your Own Aspiring Educator Pathways – <i>Reach & HS2CT</i>	9
1. Evidence of Effectiveness for Grow Your Own Pathways	12
C. Building Capacity and Sustaining Results	12
D. NOLA SEED Logic Model: A Conceptual Framework for Meeting All SEED Priorities	15
E. Collaboration of Appropriate Partners: Designed for Collaboration.	19
F. Addressing the Needs of the Target Population: Underserved Schools and Students	21
III. Significance: A Stable, Robust Pipeline of Highly Effective Teachers	23
A. Anticipated Benefits and Reasonable Costs	25
B. Incorporating Project Activities to Sustain Benefits	27
C. Identifying Effective Practices and Disseminating of Results	28
IV. Quality of Management: Measurable Goals, Objectives, and Outcomes	28
A. Adequacy of Management Plan: Key Roles, Activities, Timeline and Milestones	30
V. Quality of Evaluation: What Works Clearinghouse Standards with Reservations	34
A. Performance Feedback for Periodic Assessment of Progress	36
B. Objective Performance Measures Aligned to Project Outcome	38
C. Valid and Reliable Performance Data	39
D. Replication of Project Strategies	40

New Orleans' Unique System of Decentralized Underserved Schools. In 2016, Act 91 established NOLA Public Schools (NOLA-PS) as primarily a charter school authorizer and regulator, not an operator (2016). As a result, nearly all local schools are autonomous local education agencies (LEAs) and bear the responsibility for their day-to-day operations, including all areas of human capital (i.e., the recruitment, development, and support of educators at every level). In 2019, New Orleans became the first U.S. city with a fully decentralized public school system. Currently, the largest of its kind in the country, 100% of the city's public school students attend one of its 76 charter schools. New Orleans is a city of underserved schools: 85% of the 45,022 students enrolled are economically disadvantaged, and greater than 92% are students of color (Louisiana Department of Education - LDOE, 2021).

The Broken Teacher Pipeline. In the wake of Hurricane Katrina, education reforms led to dramatic improvements in student outcomes (Appendix G1: NOLA SEED By the Numbers). In fact, the percentage of students on grade level more than doubled between 2007 and 2011 (LDOE, 2011). These unprecedented improvements were catalyzed, in large part, by an influx of new teachers, who enrolled in nontraditional Educator Preparation Programs (EPPs), eager to support the rebuilding of the city's schools post-Hurricane Katrina. However, by 2018, aligned with national trends, enrollment in local EPPs dropped by 35%. Today, in New Orleans, where the annual teacher attrition rate is 30%, schools struggled to fill approximately 900 vacancies with well-prepared, specialized, and culturally competent teachers. The result has been stagnant student performance: Three years after Louisiana's transition to higher standards and more rigorous assessments, student performance on 3rd - 8th grade ELA and math assessments has remained stagnant or declined (Schaffhauser, 2020); high school LEAP performance declined, with only 30% of high school students performing at grade level on ELA and math combined

assessments in 2019, down from 33% in 2018 (LDOE, 2021); and in 2020, these scores tumbled another 6% (LDOE, 2021). Given the research that indicates that teacher effectiveness is the single most important in-school determinate of students' academic success (Sanders, 1996) and that a weak teacher pipeline forces schools to hire less experienced teachers (Donley et al., 2019), **the weak educator workforce – driven by low enrollment in the city's high-quality EPPs – is the greatest threat to our students' success.**

The scale of the problem is bigger than any one school or EPP and requires an expansive and coordinated response. Tulane University School of Professional Advancement (Tulane), lead applicant, proposes *NOLA SEED: A Project to Improve & Expand Nontraditional Educator Pathways*, a two-pronged approach to repairing the broken teacher pipeline to: **1) expand and enhance the city's most successful nontraditional Educator Preparation Programs¹ (EPP); and 2) address the core problem of low enrollment in these programs by investing in two innovative GYO Aspiring Educator Pathways² (AEPs).**

Project Partners Innovate a System of Opportunity. NOLA SEED establishes a coalition of partners who are prepared to reimagine their roles and partnerships to create **a system of multiple accessible pathways to high-quality EPPs that enable every educator candidate and Aspiring Educator to build a lifelong teaching career in New Orleans' underserved schools.** This system is designed to establish a growing and continuous flow of new EPP applicants who enroll in the city's high-quality EPPs and meet the workforce needs of underserved schools now and into the future. By 2025, EPP Partners, Tulane, Xavier University of Louisiana (Xavier), TNTP, Oxford Teacher's College at Reach University (Reach); and New

¹ LDOE's nontraditional Educator Preparation Pathways provide candidates with non-education degrees to earn their teaching certification.

² LDOE's Aspiring Educator Pathways are nontraditional pathways that cultivate educators by guiding high school students on a path extending through college to teacher certification.

Schools for New Orleans (NSNO) will develop 552 highly effective, culturally competent, certified teachers with local ties, 351 of whom will be supported to earn a bachelor's degree, to teach in New Orleans' underserved schools. Partners will also produce 351³ future teachers⁴ via Grown Your Own (GYO) AEPs that support high school and college students to prepare for and apply to EPPs.

Graphic A: NOLA SEED Pathways to Teaching Certification

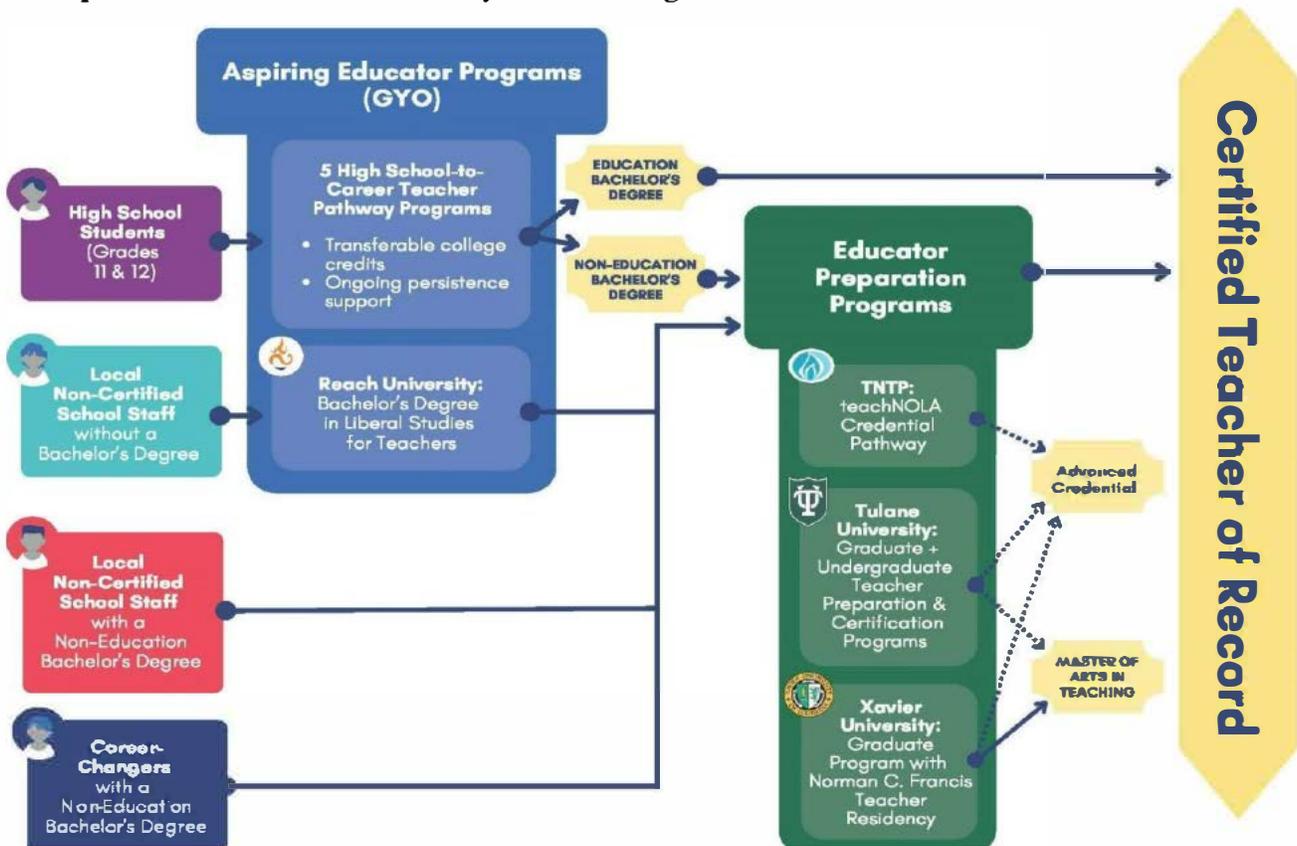


Table 1. Teachers Earning At Least One Certification, By Year and NOLA SEED Partner

Program	Y1 = 112	Y2 = 150	Y3 = 290	Total = 552
Educator Preparation Program				
Tulane	12	33	48	93
Xavier	25	25	25	75
TNTP	75	92	217	384

³ Assumes 25% of high school and 85% of Reach students are retained for the three year grant period.

⁴ "Future teacher" refers to a participant on the Aspiring Educator Pathway, who is on track to earning their certification.

A. QUALITY OF THE PROJECT DESIGN -- A Capacity-Building Approach. NOLA SEED will fund non-traditional EPPs to prepare highly effective, diverse educators by using evidence-based strategies, including WWC Moderate Evidence, to achieve teacher certification and/or advanced credentialing and place them in New Orleans’ underserved schools (**Absolute Priority 1, Activities 1 and 2**). Additionally, NOLA SEED will launch and implement the High School to Career Teacher (HS2CT) Pathway, an AEP designed to ensure a future pipeline of educators with local ties. NOLA SEED meets **Competitive Preference Priorities (CPP) 1, 2, and 3** by focusing on (1) recruiting, retaining, preparing, and placing diverse educators, (2) developing educators’ ability to promote greater opportunity and equitable student access to highly effective educators, and (3) ensuring that teachers are prepared to meet students’ complex social, emotional, and academic (SEL) needs.

A.1 Quality of Nontraditional Educator Preparation Programs -- NOLA SEED

EDUCATOR PREPARATION PATHWAYS: A COALITION OF UNIQUE MODELS.

EPP Partners bring unique approaches and complementary expertise. However, all believe that in order to be a highly effective educator in New Orleans’ underserved schools, teachers must develop a complex set of skills, including culturally responsive pedagogy and competencies to meet the social, emotional, and learning (SEL) needs of diverse learners. They have prioritized the recruitment, preparation, and retention of a diverse educator workforce to ensure that New Orleans’ underserved LEAs have sufficient high-quality educators equipped to create inclusive, supportive, equitable, unbiased, and identity-safe environments for their students. *Below is an overview of each NOLA SEED EPP Partner’s unique model, including their track records of success and evidence of effectiveness. See Appendix G2: NOLA SEED Educator Preparation*

Program Detailed Descriptions, for additional information on EPP Partner's alignment to CPPs 1, 2, and 3.

Tulane University of Louisiana. Tulane is nationally recognized as a university of academic excellence and, through this proposal, will increase affordability (with a full tuition waiver) and accessibility in order to serve a greater number of diverse teachers and teacher candidates. By 2025, Tulane will recruit, prepare and place 93 newly certified teachers in one of three non-traditional EPP programs: Post-Baccalaureate (current, beginning phase out in 2023); Undergraduate Education Coordinate Major (2023); and Master of Arts in Teaching (MAT) (2024). Programs provide students with non-education degrees an alternate pathway to certification in Early Childhood Education (ECE) and Secondary Education in English, mathematics, science, social studies, and foreign language. Tulane provides multiple opportunities for specialized, advanced certification, including Mild to Moderate K-12 Special Education (SPED) and Teaching English Learners (TEL), and will add advanced credentials in Educational Leadership and Learning Design in 2023. In 2021, over 50% of Tulane SoPA students identified as people of color. On Louisiana's state-mandated final evaluation, which includes measures of student growth and classroom practice,⁵ Tulane-prepared teachers with less than two years of teaching experience who taught between 2016 and 2019, scored 83% Proficient (Effective/Highly Effective).

Xavier University of Louisiana. Founded in 1917, Xavier is the oldest Historically Black College and University (HBCU) in Louisiana. By 2025, Xavier will recruit and prepare 75 new teachers through the Norman C. Francis Teacher Residency (NCFTR) program, a defining

⁵ Louisiana law and regulation require annual teacher evaluation that includes measures of student growth and measures of classroom practice on a 4-tiered scale: Highly Effective, Effective, Emerging, and Ineffective.

component of Xavier's rigorous 2-year MAT. The NCFTR was launched as the first teacher residency partnership between an HBCU and LEAs with the support of a 3-year \$16M USDOE SEED grant in 2017. Today, the NCFTR partners with 38 underserved schools and offers advanced certification in Educational Leadership, SPED, and TEL. Eighty-four percent of Xavier-trained teachers with less than two years of teaching experience who taught between 2016 - 2019 scored Proficient (Effective/Highly Effective) on their state-required final evaluation. Additionally, Xavier has excelled at recruiting diverse, local teacher candidates. Between 2017 and 2020, an average of 77% of Teacher Residents identified as people of color (POC), and 83% reported local ties to the New Orleans community.

TNTP: teachNOLA. TNTP is a national nonprofit that exists to end the injustice of educational inequality by recruiting and preparing excellent teachers for underserved schools. TNTP, a low-cost, certification-only EPP, pioneered a system grounding certification decisions in demonstrated classroom effectiveness and offers certifications in ECE (PK - 3), Elementary and Secondary Education, and SPED (available as dual certification and endorsement). Since launching the teachNOLA Fellowship Program in 2007, TNTP has trained more than 1,165 Fellows, impacting over 95,000 New Orleans students. In 2021, TNTP prepared and placed 66 teachers, 68% of whom were POC with local ties, in 28 schools in New Orleans. 58% taught in high-need areas. Based on LDOE value-added data, TNTP-trained teachers are among the most effective statewide: 33% earned the highest teacher effectiveness rating, compared to 15% across all other state programs. Similar to EPPs around the country, TNTP has experienced a continued drop in enrollment. By joining this coalition, TNTP's enrollment rates will stabilize and grow so that by 2025, TNTP will recruit, prepare, and place 225 teachers.

Sufficient in Quality, Intensity, and Duration – Moderate Evidence of Effectiveness for NOLA SEED Induction Models (Tulane, Xavier, TNTP). As mandated by the Louisiana Department of Education (LDOE), all EPPs include a Residency of at least one year. NOLA SEED EPP Partners have developed intensive Induction Models to support Residents’ and Teachers’ success for a *minimum* of their first two years of teaching (Year 1 as a Resident; Year 2 as the teacher of record). All Induction Models implemented by NOLA SEED EPP Partners are sufficient in quality, intensity, and duration, as determined by a study that meets the What Works Clearinghouse (moderate evidence), with a rating of “meets WWC group design standards with reservations” (Young et. al, 2017). Using randomized controlled trials and a quasi-experimental design, Young et. al investigated The New Teacher Center’s (NTC) induction model to determine its effectiveness in preparing teachers. Findings revealed that, when implemented with fidelity in their first two years of placement, NTC’s induction program had an overall positive effect on student achievement (See attached Evidence of Effectiveness Form). **All EPP Partners in this application implement Induction Models leveraging the NTC’s four program components supported by Moderate Evidence of Effectiveness to have a positive impact, as demonstrated in Table 2.**

Table 2: Moderate Evidence of Effectiveness

NTC Induction Model Key Components	NOLA SEED EPP Partners (Tulane, Xavier, and TNTP) Induction Model Components
Build district and school capacity to support the induction program	EPPs build the capacity of LEAs to support the Residents and teachers of record (years 1 & 2 of teaching) via multiple roles, including EPP Project Directors, Resident Liaisons, and Coaches, who serve to bridge the needs of the new teacher with those of the LEAs. Additionally, state-required Mentor Teachers receive EPP-specific training to integrate coursework content into mentorship and to accurately use EPP-specific evaluation/growth tools.
Assign mentors to caseloads of no more than 15 teachers	Each Mentor Teacher is assigned a caseload of between 1 to 5 Residents.

Provide mentors 100+ hours of intensive training through institutes and in-field support from lead coaches	All Mentor Teachers must receive LDOE credentials, which includes 64 hours of workshop training provided by a state-approved vendor, followed by the LA Mentor Teacher Assessment Series (a set of 4 to 6 performance tasks) to assess instructional, content, and coaching competencies. Performance Tasks required application of training content in the field and the production of artifacts to demonstrate skill mastery. The completion of these assessments reasonably requires 40+ hours (See Appendix G3: LDOE Mentor Teacher Preparation). Additionally, Mentor Teachers are provided with ongoing field support from EPP program experts: Program Directors, Coaches, and Residency Liaisons.
Provide regular, high-quality mentoring to first- and second-year teachers using a system of online formative assessment tools	Utilizing online formative assessment and analysis tools, first- and second-year teachers are provided with between 7 and 12 formal observation/feedback cycles by EPP faculty and Mentor Teachers and an average of 200 hours of PD, as well as monthly reflection, goal-setting, and coaching sessions with Mentor Teachers.

NOLA SEED EPP Programs Alignment AP1 and CPPs 1, 2, & 3. While EPP program models differ in some respects, all share a commitment to enhance, expand, and implement core evidence-based program strategies that meet Absolute Priority 1 and CPPs 1, 2, and 3. If funded, NOLA SEED will support each EPP Partner to make these changes on the timeline articulated in Table 3. *Note: A check mark indicates an existing component. Expansions/addition and enhancements are indicated by gold and orange, respectively.*

TABLE 3: Proposed Program Improvements, Timeline, and Alignment with SEED Priorities

TEACHER PREPARATION PROGRAMS COMPONENT (AP1)	Tulane	Xavier	TNTP
Intensive Pre-Service Training to Prepare Candidates for the Classroom	2022	✓	✓
One-Year Residency Program with Certified Mentor Teacher Support	✓	2022	✓
Job Placements and Intensive Post-Employment (Induction) Support	2023	2022	2022
Established Formal Structures for Collaboration Preparation Programs	2022	2022	2022
EPP/LEA Liaison for Effective Implementation/Alignment	✓	2022	2023
Observation/Feedback Cycles for Candidate’s Learning and Evaluation	✓	2022	✓
Recruit, Develop, and Retain High-Quality, Diverse Candidates (CCP1)			
Financial Incentive to Remove Barriers/Support Retention	2024	2023	✓
Selective Recruitment Process	✓	✓	✓
Dedicated Recruitment Manager	2023	2023	✓
High-Touch Community Outreach	2023	✓	✓
Blind Review/Selection Staff Trained to Mitigate Implicit Bias	✓	✓	✓
Flexible Scheduling / Multiple Start Dates to Increase Access	✓	✓	2023
Praxis Tutoring and Preparation	✓	✓	✓
Provide Culturally Responsive Teaching PD & Advanced Certification (CCP2)			
Research-based CRT Coursework	✓	✓	✓

CRT Competencies Integrated into Evaluation Rubric	✓	2022	✓
Candidates Establishes CRT Competencies Goals and Receive Growth Feedback	✓	2022	2022
Offers Clinical Experiences in Teacher Shortage Areas	2023	✓	✓
Offers Advanced Certification in Teacher Shortage Areas	2024	✓	✓
Prepares Teachers to Meet Students' Social Emotional Needs Within a Trauma-Informed Climate (CCP3)			
Targeted PD on Effective Partnerships with Families and Health Professional	2023	2022	2022
SEL Competencies are Integrated into Evaluation Rubric	✓	2022	2022
Candidates Establishes SEL Goals and Receives Growth Feedback	2023	2022	✓
Builds Competencies Grounded in a Research-Based SEL Framework	✓	2022	✓

NOLA SEED ASPIRING EDUCATOR PATHWAYS: INNOVATIVE GROW YOUR

OWN PROGRAMS. In order to address the magnitude of the teacher shortage, we must also address the diminishing EPP applicant pool while expanding and improving the city’s high-quality EPPs. **NOLA SEED proposes two innovative Aspiring Educator Pathways (AEP) that will create new, and more accessible, pathways that enable local talent to become certified teachers and, thus, provide a growing and continuous flow of new EPP applicants into underserved schools:** Oxford Teachers College at Reach University (Reach) and the High School to Career Teacher Pathway (HS2CT). *See Appendix G4: AEP Detailed Description, including each program’s alignment to CPPs 1, 2, and 3.*

Oxford Teachers College at Reach University. Reach University was established in the California Bay Area in 2006 to address low teacher diversity and teacher shortages in underserved schools. Only two years after launching in rural Louisiana, Reach serves 51 LEAs statewide. Reach’s unique apprenticeship model requires that their students are employed in living wage jobs, making it an ideal bachelor's degree program for full-time school staff – paraprofessionals, instructional aides, and other uncertified school personnel – seeking to become certified teachers. Candidates' tuition is a maximum of \$75 per month, resulting in high program enrollment and completion rates. NOLA SEED supports the New Orleans launch of Reach's 2-year track program, which builds from a candidates’ past education to earn a

bachelor's degree. If funded, NOLA SEED provides the infrastructure to create a direct pathway for Reach students to earn certification with one of the three EPP Partners above. With 144 students enrolled for the fall of 2022, Reach is poised for a strong launch in New Orleans. Over the next three years, Reach aims to enroll 862 local future teachers, 351 of whom will earn their bachelor's degree and go on to teacher certification after completing the LDOE-mandated Teacher Residency with a NOLA SEED EPP Partner.

High School to Career Teacher (HS2CT) Pathway. NOLA SEED launches the HS2CT Pathway, an innovative NSNO program that builds from the successes of the city's two GYO state-approved pre-educator high school diploma pathway – KIPP New Orleans and Warren Easton High School. By increasing the enrollment in these pioneering programs and adding an additional three programs by 2023, NOLA SEED will establish five high school-based HS2CT programs that will serve 385 students in 2024-25, compared to 25 in 2021-22. The HS2CT Pathway is a comprehensive 3-step program for local students to build a teaching career.

Step 1: High School Grow Your Own – High school juniors and seniors enroll in college credit-eligible courses and receive a minimum of 220 hours of coursework and 100 hours of clinical experiences that pique their interest in education and inspire further exploration. Over the course of two years, it is possible for students to earn nine college credits.

Step 2: Bachelor's Degree – The HS2CT Pathway extends beyond high school by providing a College Persistence Teacher who implements research-based strategies to remove barriers for students working to earn a bachelor's degree in education.

Step 3: Teaching Certification + Job Placement –The final step addresses the needs of two populations of local aspiring educators – HS2CT college graduates and uncertified school

talent (paraprofessionals, athletic coaches, and teaching assistants) – by supporting through the final stages to certification via a NOLA SEED EPP.

All five HS2CT Pathway programs will integrate opportunities for students to develop foundational cultural competencies and SEL skill into coursework and practice, preparing high school and college students to be well-prepared future EPP applicants. *Table 4 provides a timeline for the expansion and enhancement of current programs and the launch of three additional programs (HS2CT #3 - #5).*

Table 4: HS2CT Program Overview and Timeline

HS2CT Program Improvements	KIPP	WE	HS2CT #3	HS2CT #4-5
Dedicated Leadership	✓	✓	2022	2023
Increase Program Enrollment	2022	2022	2023	2024
HS2CT Learning Hubs	2022	2022	2023	2024
All Supports from High School to Career Teacher in Place	2025	2025	2026	2027
STEP 1: High School Grow Your Own				
Classroom Curriculum				
Foundations of Teaching	✓	✓	2022	2023
Examination of Educational Inequities	✓	✓	2022	2023
Social Emotional Learning (trauma-informed practices)	✓	2023	2022	2023
Clinical Practice				
1-Year in Placement, min of 1 class per week	✓	✓	2022	2023
Direct Teaching in K-8 Underserved Schools	✓	✓	2022	2023
Field Placements in Hard-to-Fill Positions	✓	✓	2022	2023
Collaboration with Hosting Teachers to Align Lessons to Practice	✓	2022	2022	2023
4 Annual Learning Tours of Schools Across the City	2022	2022	2022	2023
Summer & Afterschool Teaching Assistant Employment Option	2022	2022	2022	2023
Student Mentorship Program (Near-Peer)	2022	2022	2022	2023
STEP 2: Bachelor's Degree				
PT or Stipended Persistence Teacher	✓	2023	2026	2027
Formal Partnerships with IHE to prioritize acceptance	✓	2023	2026	2027
8 High-Touch Advisory Sessions	✓	2022	2026	2027
Accepted College Credit for High School Courses	✓	2023	2026	2027
On-Campus Social and Academic Support	2023	2023	2026	2027
Paid School-Year+ Summer TA Employment Option	2023	2023	2026	2027
STEP 3: Teaching Certification+ Job Placement for HS2CT Students and Uncertified School Talent				
Formal Partnerships with Certification-Only EPP to for Residency	2023	2023	2023	2024
Praxis Support (Tutoring & Cost Reimbursement)	2022	✓	2023	2024

NSNO Job Placement Support	2023	2023	2023	2024
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Aspiring Educator Pathway Programs (*Reach, HS2CT*) are Sufficient in Quality, Intensity, and Duration. NOLA SEED proposes two Grow Your Own (GYO) AEP programs to address a core problem within the teacher workforce pipeline – low and diminishing enrollment in the New Orleans’ high quality EPPs. NOLA SEED AEPs, *Reach* and *HS2CT*, target the recruitment of local community talent (i.e., uncertified school staff, community college students, high school students), who reflect the racial demographics of students, and provide flexible and low- or no-cost programs to remove barriers to enrollment and retention. The proposed programs inspire and support high school and college students, among others, by providing them with financial, relational, and experiential resources to build a lifelong career in education, as described in Section A.3. There is evidence that recruiting younger Aspiring Teacher candidates, such as high school and college students, may be a more effective recruitment approach than recruiting candidates after college (Texas Comprehensive Center, 2018). Other research finds GYO programs have a strong positive impact on addressing teacher shortage, especially in special education (Jessen et. al, 2020) and increasing teacher diversity in the schools hardest to staff, such as those found in New Orleans (Kini & Podolsky, 2016; Dai, et. al, 2007; Muniz, 2018; Carver-Thomas, 2018). If funded, NOLA SEED will launch and implement these multi-year, comprehensive programs, which serve as high-leverage recruitment strategies that will create a pipeline of future EPP applicants and, ultimately, the future generation of high quality teachers for New Orleans underserved schools. *Specific strategies implemented by NOLA SEED, and their evidence of effectiveness are reviewed in Sections A.3 and A.5.*

A.2. Building Capacity and Sustaining Results. NOLA SEED is designed to build local capacity and yield results that will persist well beyond the grant period

1. **An Abundant Pool of EPP Applicants.** By 2025, new AEPs will result in 351 Aspiring Educators, who will constitute **a sustained and continuous pipeline of EPP applicants** that substantially expands the number of highly effective educators entering underserved schools.

2. **New Sources of Revenue:** In 2021, the National Center for Grow Your Own (NCGYO) led the effort to establish the K-12 teacher occupation as eligible for a registered U.S. Department of Labor (DOL) apprenticeship. NOLA SEED will fund a partnership with NCGYO that will support LEAs and EPPs to create qualifying apprenticeship programs, including the DOL registration process, so that local Aspiring Educators can benefit from an accessible pathway to teaching: a low- or no-cost bachelor's degree and continued employment during their student-teaching years. NCGYO will build Partners' capacity to complete future registers for additional apprenticeship sites across the city's schools and, **once established, apprenticeship programs will create new revenue to sustain the EPP applicant pipeline beyond the SEED funding period.** (Appendix D: Letters of Support)

3. **Increased Teacher Retention:** Studies indicate that well-prepared teachers and teachers with local ties to the schools they serve are more likely to be retained (Coffman & Patterson, 2014; Laplante, 2005). Based on Learning Policy Institute's estimated cost to replace one teacher (2017), New Orleans' high teacher attrition rate results in an annual cost of . These are funds that can be reallocated to new teacher preparation and development initiatives. Additionally, principals lose critical capacity diverting time from developing teachers' instructional skills and maintaining a culture of excellence to recruitment and hiring (Donley et al., 2019). **By 1) improving preparation and 2) targeting the recruitment of local teacher candidates, NOLA SEED will curb teacher attrition beyond the grant period, increasing LEAs' financial and talent capacity.**

- 4. New Knowledge and Expertise.** NOLA SEED will build expertise among EPP faculty so that they are equipped to better recruit and prepare diverse candidates and to improve culturally responsive teaching and SEL skills of future educators. LEAs that host HS2CT Pathways participate in activities such as the NOLA SEED-sponsored Learning Hub and HS GYO curriculum training that will build schools' capacity to provide college persistence and career training programs to inspire and prepare Aspiring Educators to pursue a career in teaching. These results do not diminish without continued funding.
- 5. Technology Solutions for a Single Point of Entry (Recruitment and Placement).** NSNO's NewOrleansTeacherJobBoard.org is a high-traffic site (125,000 visitors since Dec. 2018) that serves as the local district's official job board. Currently, the site boasts the only centralized teacher job platform in New Orleans and provides a resume drop to ease the process of job placement in this unique system of decentralized schools. In the first three years, NSNO shared over 4,000 resumes and facilitated the placement of over 400 educators. NSNO will improve the site to create 1) a single high-touch entry point for future educators to explore paths to teacher certification and 2) a prompt to register interest so that staff can provide individualized support to aspiring educators to select an EPP that best suits their needs.
- These improvements to New Orleans' centralized teacher recruitment platform will sustain beyond the SEED grant period.**

A.3. NOLA SEED Logic Model. NOLA SEED will recruit, prepare, and retain effective, diverse teachers with local ties and build a sustainable, robust pipeline of Aspiring Educators who will serve in underserved schools. The NOLA SEED Logic Model is a conceptual framework that articulates the project objectives (which are aligned with AP1 and CPPs 1-3) and

accompanying strategies to achieve project outcomes. Table 5 is an abbreviated model. See the full Logic Model in Appendix G5.

Table 5: Abbreviated NOLA SEED Logic Model

Inputs	Strategies	Outputs	Short Term Outcomes	Medium Term Outcomes	
<ul style="list-style-type: none"> • SEED funds • Matching funds • <u>Expertise</u> • NSNO: Project Dir., Talent Director • Nontrad. EPPs (Tulane, Xavier, TNTP + Reach): Program Dirs., Coaches, Liaisons, Recruitment Managers • Evaluator/Principal Investigator • High-need LEAs: Mentor Teachers and Persistence Teachers • Expert vendor: NCGYO • <u>Materials</u> • Curriculum Development Tools (Evaluation Rubric and Growth Plan) • Virtual job board • <u>Stakeholders</u> • Local district • State DOE 	Obj. 1: Supporting Effective Teachers (AP1)			<ul style="list-style-type: none"> • Increased effectiveness and retention of NOLA SEED teachers • Increased teacher ability to foster trauma-informed classrooms that promote students' social, emotional, and physical well being 	
	<ul style="list-style-type: none"> • Build structures (convenings + liaisons) for collaboration and LEA support • Enhance and expand coursework and practice to prepare for certification and advanced credentialing • Provide intensive, integrated pre-service coursework before 1-year residency • Provide 100+ hours of multi-layered induction support (Mentors, Coaches) • Conduct research and disseminate results to share best practices in teacher prep 	<ul style="list-style-type: none"> • Partner convenings • Single, high-touch entry point to multiple pathways and job placement • Launch new MAT and bachelor's programs • Specialized courses and integrated practice 	<ul style="list-style-type: none"> • Increased and diversified pathway options to serve all potential future teachers • Well-prepared teacher candidates 		
	Obj. 2: Increasing Educator Diversity (CPP1)			<ul style="list-style-type: none"> • More local, diverse teacher candidates enrolled in EPPs • Increased AEP enrollment 	<ul style="list-style-type: none"> • Strengthened educator pipeline with diverse and local teachers and increase EPP enrollment
	<ul style="list-style-type: none"> • Enact strategies to increase accessibility to better recruit + retain diverse, local talent: financial supports, online learning, Praxis tutoring, community partnerships, flexible scheduling, and multiple start dates, • Launch AEP programs: HS2CT/Reach 	<ul style="list-style-type: none"> • Large pool of diverse, local EPP applicants • HS2CT Learning Hub for 5 HSGYO programs 			
Obj. 3: Promoting Equity in Student Access in K-12 Schools (CPP2)				Long Term Outcomes	
<ul style="list-style-type: none"> • Integrate Culturally Responsive Teaching (CRT) methods into practice • Implement EPP and HS2CT curriculum designed to analyze and address educational inequities • Utilize development tools that integrate CRT competencies 		<ul style="list-style-type: none"> • CRT-focused coursework and development, evaluation tools (Evaluation Rubric and Growth Plan) 	<ul style="list-style-type: none"> • Increase Residents' CRT capacity • Increased students' knowledge of educational inequities 	<ul style="list-style-type: none"> • Recruit and prepare 552 teachers and 351 Aspiring Educators • Improved performance and growth of students on LA standardized tests • Improved teacher diversity and retention 	
Obj. 4: Meeting Students' Social, Emotional + Learning (SEL) Needs (CPP3)					
<ul style="list-style-type: none"> • Implement curriculum grounded in a research-based SEL framework • Integrate SEL competencies into clinical experiences • Implement HS2CT peer support 		<ul style="list-style-type: none"> • SEL-focused coursework and development tools • Multiple HS2CT structures to develop SEL skills 	<ul style="list-style-type: none"> • Increased knowledge of SEL skills for both teacher candidate and HS2CT students 		

Objective 1. Preparing effective teachers who will serve in high-need schools, through nontraditional EPPs that implement evidence-based strategies, including WWC Moderate Evidence, to achieve teacher certification and/or advanced credentialing. (API) – NOLA

SEED's 1-year residency programs utilize key strategies that are supported by WWC Moderate Evidence of Effectiveness. See Section: A.1 (**Moderate Evidence of Effectiveness**). Other strategies to achieve Objective 1 include expanding and enhancing coursework and clinical experiences by adding new specialized preparation to increase the number of highly effective teachers and the number of teachers with specialized, advanced credentialing. All NOLA SEED EPP partners have a successful track record of effectively using these strategies, as measured by state-mandated teacher evaluation results that incorporate student outcomes, as described in Section A.1. NOLA SEED will also utilize a quasi-experimental design that will meet WWC Standards With Reservations to examine the effectiveness of EPPs' Residency Model (i.e., intensive, integrated pre-service and multi-layered Induction) on teacher development, as measured by outcomes: teacher retention, student motivation, and student academic outcomes. (See Section D.2.)

Objective 2: Increase educator diversity by improving and expanding EPPs that include a 1-year residency and have a track record of success recruiting, preparing, retaining + placing underrepresented teacher candidates. (CPPI)– All NOLA SEED Partners prioritize the recruitment of diverse teachers who reflect the racial demographics of New Orleans' students and have a track record of preparing and placing diverse educators by overcoming barriers faced by local teacher candidates. According to Laplante, these educators are significantly more likely to remain in “hard to staff schools”, like those in New Orleans (2005). Consistent with these findings, outcome data from 2017 SEED revealed that, of the 660 local teachers recruited, 87% remained in underserved schools two years post-placement, compared to the historical citywide average of 70%-75%. Therefore, NOLA SEED will fund the expansion and enhancements of recruitment, selection, preparation, and retention strategies to increase program accessibility in

the following ways: (1) provide dedicated recruitment staff to expand and strengthen **community partnerships** (e.g., LEAs, nonprofits, community colleges); (2) provide multiple **financial supports** for teacher candidates and aspiring teachers (Resident stipends, full tuition waivers or low-cost options, Praxis cost reimbursement); (3) **mitigate selection bias** (Praxis tutoring, a blind review process), (4) offer **flexible learning** opportunities (virtual lessons, flexible scheduling (evening, day, and weekend), multiple start dates annually), and 5) **launch and expand two new AEPs** – HS2CT and Reach – that are inherently a recruitment strategy that increases diversity and removes barriers for local talent (stipends, summer employment, tutoring and teaching assistant positions, frequent advisory and on-campus peer groups).

Objective.3: Promote equity in student access to resources and opportunities by increasing the number of educators who are prepared to utilize culturally responsive teaching methods to create inclusive, supportive, equitable, unbiased, and identity-safe environments for K-12 students. (CPP2) – Culturally-responsive teachers understand and integrate students’ cultural backgrounds in order to minimize conflicts, build trusting relationships, and increase learning (Weinstein et al., 2004). Research has shown this approach leads to more positive student outcomes, specifically for youth of color (Hanley & Noblit, 2009; Burns et al., 2005). All EPP and AEP Partners, including HS2CT programs, implement curriculum to analyze and address educational inequities. Currently, all EPP Partners integrate Culturally Responsive Teaching practices throughout coursework, workshops, and clinical experiences, and some utilize research-based observational evaluation tools. NOLA SEED funding will enable others to improve Residents’ learning by ensuring that they *all* utilize high quality observation and feedback tools and protocols that assess Residents’ ability to integrate Culturally Responsive Teaching methods into practice in order to foster inclusive and identity-

safe learning environments for their students. Because of varying levels of expertise, Partners are well-suited to support each other's development of these tools and processes. For example, Tulane utilizes the NIET rubric to evaluate teachers' culturally relevant and anti-racist pedagogy in four areas: 1) **Motivating Students** with meaningful and relevant content; 2) Using relevant **Activities and Materials** that are relevant to students' lives; 3) **Teacher Knowledge of Students** used to incorporate student interests and cultural heritage; and 4) ensuring that **Student Work** connects with life experiences. Post-observation, Residents are supported by their coach and LEA-based Mentor Teacher to create individualized growth plans, which are revisited in subsequent observation, coaching, and feedback cycles. Tulane will support other EPP Partners to adopt high quality tools and develop effective systems to support the preparation of Residents. AEP programs (Reach and HS2CT) utilize a social justice and equity lens by weaving methods of Culturally Responsive Teaching and cultural competencies through course content and field experiences. For example, all HS2CT Pathway programs will utilize the Pathways2Teaching curriculum in the program's high school phase. Pathways2Teaching is a critical race pre-collegiate curriculum that focuses on critical pedagogy and sociopolitical development theory. The purpose is to increase students' awareness of historical and contemporary educational inequities thereby positioning them to become equity-oriented, community responsive future teachers (Gist et. al, 2019).

Objective.4: Enhance EPPs to increase educator and schools capacity to meet students' social, emotional, and learning (SEL) needs by providing a trauma-informed climate that addresses conditions that negatively impact students' social-emotional and physical well-being. (CPP3) – The implementation of SEL-focused preparation programs helps educators create safe learning environments and build students' social-emotional competencies, which

have been shown to lead to both greater academic outcomes, including an average of 11% improvement on standardized achievement tests, as well as social-emotional and physical outcomes, including a decrease in emotional distress and classroom/school conduct problems (Collaborative for Academic, Social, and Emotional Learning, 2008). All NOLAS SEED EPP Partners implement curriculum grounded in a research-based SEL framework. For example, Tulane and TNTP utilize CASEL's framework to build Residents' ability to foster a trauma-informed climate that reduces harm and creates a restorative environment to meet student social and emotional needs. Frameworks include approaches to integrate SEL competencies into academic instruction and partner with stakeholders, such as families and mental health professionals. Partners integrate SEL competencies into clinical components, such as mentorship, coaching, evaluation, observations, and Residents' development plans. If funded, HS2CT programming will provide multiple opportunities for students to learn and practice skills, such as goal-setting, motivation, relationship building, and empathy through peer-to-peer and near-peer mentorship structures. Partners will work together to continue to refine and improve systems for implementation.

A.4 Collaboration of Appropriate Partners: Designed for Collaboration. NOLA SEED brings together 4 successful talent preparation providers (All three EPP Partners and Reach) with varied program types to create a comprehensive, cohesive approach to addressing the teacher supply and training gaps. The project is designed with overlapping and interlocking pathways in order to maximize options for potential candidates, optimize resources, and minimize redundancy. For example, by pairing the alternative certification program offered by TNTP with Reach University's job-embedded bachelor's degree, teacher candidates are provided with an option to achieve certification in just three years, as opposed to the five required by more

traditional pathways. (See Graphic A) Additionally, serving as EPP Partner convener (See below) and HS2CT program administrator, NSNO creates the infrastructure to align core content across the pathways. **This partnership provides multiple accessible pathways to teacher preparation and certification and aligns priorities between the cities' AEPs and EEPs to ensure that Aspiring Educators are well-prepared EPP applicants, who move through the pipeline more quickly and at a lower cost.**

NOLA SEED EPP Partner Meetings. Throughout the grant period, NSNO will convene EPP Partners quarterly to build on their individual strengths, share effective strategies, and align on key project activities. Convenings will focus on 1) recruitment, 2) retention, 3) working with partner schools, 4) increasing teachers' cultural competency, and 5) long-term sustainability. Facilitated by NSNO, meetings will spotlight a NOLA SEED EPP Partner, who will share successful practices. Each partner will host other partners to observe the delivery of a cultural competency-focused class or training session for prospective teachers at least once over the course of the grant. Visiting partners will provide feedback, share resources, and engage in consultancy protocols around a topic selected by the host organization. Meetings will also incorporate a problem of practice consultancy protocol. For example, Partners may engage in a consultancy model with each other's cultural competency curriculum to identify strengths and opportunities to improve. **These collaborations will be designed to maximize the project effectiveness through sharing evidence-based best practices.**

HS2CT Learning Hub. NSNO will host quarterly meetings of leaders from each of the HS-based HS2CT programs to facilitate learning and maximize effectiveness of project services. The current HS GYO program partners - Warren Easton (WE) and KIPP New Orleans (KIPP)e- also bring unique strengths and experiences. For example, KIPP's GYO program was established in

2018, currently tracks college students, and benefits from the experience of college persistence programs across its national network (KIPP USA). These experiences will be valuable to WE, whose HS GYO was founded in 2021. By contrast, WE was founded in 1913, has deep roots in the community, and employs a significant number of alumni (12) in both certified and non-certified roles. **These respectively unique experiences position both programs to serve as models for each other *and* the three new programs launched by NOLA SEED.**

A.5 Addressing the Needs of the Target Population: Underserved Schools and Students

NOLA SEED's target population is New Orleans' underserved schools and their students.

Analysis of recent trends in New Orleans education and studies of the local landscape, as well as a review of research, provides a clear picture of what they need, as shown in Table 6. *Strategies to address the needs of the target populations are described in Section A.3, objectives 1 -4.*

Table 6: Addressing the Needs of the Target Population

Target Populations: Underserved Schools and Their Students	
Need 1: A Robust, Well-Prepared Educator Workforce.	
Evidence of Need	In New Orleans, where 54% of New Orleans teachers are uncertified (Sentell, 2022), schools are unable to recruit enough qualified teachers to meet the complex needs of underserved students. Teachers with advanced and specialized certification are especially in short supply: In 2019, 38% of SPED classes in the city were taught by out-of-field teachers (Sentell, 2019). As a result, schools struggle to fill approximately 900 vacancies each year.
Outcome	Recruit and prepare 552 certified diverse teachers who will directly serve 70 schools and improve academic outcomes for an estimated 40,480 students. Additionally, 1061 Aspiring Educators will be added to the pipeline of future educators. NOLA SEED will meet the current and future needs for highly-effective educators.
Strategies	<i>Strategies to address this need are aligned to objectives 1 through 4, as well as by the creation of two GYO AEPs.</i>
Need 2: Increased Teacher Retention	
Evidence of Need	In 2016, the Learning Policy Institute (LPI) reviewed 30 studies published within the last 15 years and found that teaching experience is positively associated with student achievement gains (Kini & Podolsky, 2016). Local research from the Education Research Alliance for New Orleans finds that retention is more closely related to teacher performance in New Orleans than in traditional public school districts (Barrett, 2020). According to The Hechinger Report, New Orleans' novice teachers have an attrition rate that is twice as high as other comparable cities

	and the primary reason that novice teachers leave education is that “teachers often feel unprepared and burn out quickly” Reckhdahl, 2019). However, in New Orleans, where 46% of all teachers have only 0-3 years of experience (Greater New Orleans Foundation, 2019), teachers are not staying in the profession long enough to hone their skills and become highly effective. This is especially harmful to SPED students, as SPED teachers’ national attrition rate is almost double that of other teachers (American University School of Education, 2021). Teachers often cite their lack of preparedness for the complexity of teaching in underserved schools as a significant reason for leaving the profession (Coffman & Patterson, 2014).
Outcome	NOLA SEED is to enhance effective teacher preparation programming by integrating a focus on SEL & culturally responsive teaching so that educators are prepared for success, making them more likely to retain in underserved LEAs. By 1) improving preparation and 2) targeting the recruitment of local teacher candidates, NOLA SEED will curb teacher attrition beyond the grant period, resulting in 90% of NOLA SEED teachers being retained for a minimum of two years post-residency.
Strategies	<i>Strategies to address this need are aligned to objectives 1 through 4, as well as by the creation of two GYO AEPs.</i>
Need 3: Effective Educators	
Evidence of Need	Rebuilding a robust pipeline of highly effective educators to meet the demand for excellent teachers is the most pressing citywide challenge. For economically disadvantaged students who may enter school several grade levels behind, having three effective teachers in a row can actually close the achievement gap between groups of students (Sanders, 1996). With only 19% of students performing at proficiency (LDOE, 2021), teachers who can accelerate learning at a faster rate are critical to ensuring students are on track.
Outcome	Each grant partner prioritizes and has built robust systems for measuring and tracking teacher effectiveness to ensure maximum positive impact on student achievement. NOLA SEED proposes the expansion and enhancement of EPP models with evidence if effectively raising student achievement, described in Section A.1.
Strategies	<i>Strategies to address this need are aligned to objective 1.</i>
Need 4: Diverse Teachers	
Evidence of Need	During the years following Hurricane Katrina, New Orleans’ teacher population became significantly less Black: 49% compared to 71% prior to the storm (Dreilinger, 2015). Currently, while 82% of public school students are Black, only 49% of teachers identify as Black. Numerous studies show that having at least one same-race teacher is particularly beneficial for minority students, and can result in higher graduation and college enrollment rates, better attendance, higher standardized test scores, and lower suspension rates (Perry, 2019; Dee, 2006).
Outcome	NOLA SEED goes beyond EPP strategies to increase diversity and implements two innovative GYO Aspiring Educator Pathways – Reach and HS2CT – that recruit and inspire local talent and provide them with an accessible pathway to become certified teachers. NOLA SEED will build expertise among EPP faculty so that they are equipped to better recruit and prepare diverse candidates and to improve culturally responsive teaching and SEL skills of future educators.
Strategies	<i>Strategies to address this need are aligned to objective 2 , as well as by the creation of two GYO AEPs.</i>

B. SIGNIFICANCE

B.1 The Importance of Outcomes to Student Learning – Build a Robust Teacher

Workforce of Effective Teachers for New Orleans Schools. Given New Orleans’ unique school governance structure, the local school system does not recruit, place, or otherwise lead human capital efforts on behalf of New Orleans’ underserved schools. NOLA SEED Partners serve as the de facto recruitment, preparation, and training arm serving all public schools in New Orleans. Collectively, NOLA SEED EPPs prepare and place the vast majority of new teachers who teach in New Orleans. By 2025, **NOLA SEED EPP-trained teachers will recruit and prepare 552 highly effective, diverse, and culturally competent educators. This is approximately 20% of the total educator workforce** in New Orleans. These teachers will directly impact 70 underserved schools, where 40,480 students are enrolled. Without new funding, these programs will not be able to make the critical program expansions and improvements needed to sustain and/or increase their contributions of high-quality teachers that will meet the city’s needs. Additionally, **NOLA SEED funding will enable AEP programs to prepare 351 Aspiring Educators to fill the pipeline of EPP applicants. This is a 200% increase over current levels** and would not be possible without SEED funding.

Increase Teacher Ability to Implement Standards-Aligned Curriculum. Brookings Institute research reveals that the proper implementation of standards-aligned curriculum leads to greater student academic performance (Chingos & Whitehurst, 2012). All NOLA SEED EPP Partners provide rigorous coursework (pre-service) aligned to Interstate Teacher Assessment and Support Consortium, (InTASC) and Louisiana Components of Effective Teaching and prepared Residents build content knowledge and skills required to unpack standards, design lesson plans with effective scaffolding, and implement instructional strategies to meet the needs of all learners

and deliver long-term academic achievement. Residents receive comprehensive instruction on these standards, which include content knowledge, reading and writing pedagogy in core subject areas and special education for elementary and secondary grades. As evidenced in A.1, EPP partners have demonstrated effectiveness in developing the instructional skills of their teacher candidates/Residents. **NOLA SEED EPPs utilize standards-aligned curriculum and corresponding evaluations to identify teacher candidates' growth areas, create personalized development plans focused on improving instructional effectiveness, and thereby drive positive student academic outcomes.**

Increase and Accelerate Teachers' Development. New Orleans' underserved schools urgently need effective teachers. NOLA SEED enables EPP Partners to intensify Resident Induction Models by adding additional layers of support: EPP Coaches, Liaisons, and Program Directors and LEA-based Mentor Teachers. These highly-qualified certified educators provide observation, feedback, space for reflection, and planning to propel Residents' and Teachers' content and pedagogy expertise. Research shows that instructional coaching and mentorship are crucial levers for improving teachers' pedagogical skills and that mentor support given to first- and second-year teachers has a positive effect on students' achievement in English/language arts and mathematics (Kraft et al., 2018, Young et al., 2017). **Multiple layers of mentorship and direct coaching for Residents promote the mastery of advanced instructional strategies that boost students' higher-level reasoning and collaboration, skills that are required to master core state-standards.**

Increasing Teacher Retention. Research indicates a strong, positive correlation between teachers' years of experience and student academic achievement well into their second decade of teaching (Kini & Podolsky, 2016). Research also reveals that early career teachers leave the

profession at a higher rate, often due to a lack of preparedness (Coffman & Patterson, 2014). **By providing Residents and first year teachers with intensive induction support that has been determined to be effective, NOLA SEED will increase teacher effectiveness and, therefore, teacher retention providing teachers with the time they need to hone their craft and become excellent teachers.** Notably, NOLA SEED’s focus on the recruitment and preparation of local teachers will also increase retention and, as teacher retention increases, the overall demand for new teachers across the city will decrease.

Improve Educators’ SEL and Culturally Responsive Teaching Skills. Research demonstrates the significant impact that trauma-informed, culturally responsive learning environments have on student achievement (See A.3, Objectives 3 and 4). NOLA SEED EPPs will implement a curriculum grounded in an evidence-based SEL framework that is designed to analyze and address educational inequities. Residents will increase their ability to integrate SEL skills and Culturally Responsive Teaching methods into clinical experiences, which will significantly improve students’ long-term outcomes. NOLA SEED funding will support curriculum training for HS2CT lead teachers to support the proper implementation of two Aspiring Educator Pathway curricula: Pathways2Teaching and EdRising. Both include ongoing analysis of the social impacts of education, including issues of educational inequities. **These activities (integrating an evidence-based SEL framework in all areas of preparation and providing HS2CT teacher training) will result in teachers and future teachers who are better equipped to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments, where students can thrive.**

B.2 Anticipated Benefits and Reasonable Costs. By 2025, an investment of [REDACTED] in federal funds will result in:

A Robust Teacher Workforce for Students and Schools Across New Orleans:

- 552 diverse certified teachers (20% of the entire workforce) will be recruited, prepared, and placed in 70 schools and improve academic outcomes for an estimated 40,480 students (92% of the total student population). The per teacher cost ██████████ federal funds, or ██████████ total project funds. This figure compares favorably when considering the cost of replacing one lost teacher in an urban district like New Orleans is \$21,000 (Learning Policy Institute, 2017) and the extraordinary gains that underserved students can have when highly effective educators are retained (Kini & Podolsky, 2016). Additionally, of these educators:
 - 197 degreed teachers will earn their certification, costing approximately ██████████ in federal funds;
 - 351 individuals will earn their bachelor's degree at a cost of only ██████████ in federal funds per student, approximately 10% of the in-state tuition for a Louisiana university; and
 - 153 individuals will earn both a master's degree in education and become certified at a federal cost of \$21,533 per student.

A Well-Prepared Educator Preparation Program Applicant Pool:

- 351 well-prepared Aspiring Educators being added to the pool of EPP applicants (This is more than double the estimated current number of applicants in all EPPs in New Orleans.) and 500 high school and college students will be in the teacher pipeline, at a per person cost of approximately ██████████
- 210 high school students enrolled in HS2CT programs, at a per person cost of approximately ██████████

Research that Advances the Field of Education:

- 4% of the total project budget is spent on program evaluation, including a rigorous research project to investigate effective Residency models, and the dissemination of relevant findings that contribute to the research base in education, potentially impacting students nationwide.

B.3 Incorporating Project Activities to Sustain Benefits. NOLA SEED EPP Partners have a long history of recruiting and preparing highly effective, diverse educators in New Orleans, including meeting the state’s requirement that all EPPs must provide a minimum of 1-year of residency training, with the support of a certified Mentor Teacher. All NOLA SEED Talent Partners (*Reach and EPPs*) have established infrastructure and systems for curriculum development, partnerships, recruitment, delivering coursework, supporting field experiences, and continuous improvement. Given that they are designed to serve a greater number of educators than are currently enrolled, **NOLA SEED funding will expand enrollment to a degree that the organizations are equipped to maintain over the long term.** Funding to improve activities related to pre-service training, field experience assignments, and course content, and coaching or mentoring to promote diversity and strengthen cultural competency in the educator workforce will replace existing activities and will, therefore, easily be incorporated into Partners’ core work. **SEED-funded training for EPP faculty and related improvements to coursework and mentoring are designed to be permanent shifts in programming and will sustain long after the grant term has ended.** NSNO’s online job board is currently used to place certified educators in underserved schools. **Expanding this online platform to support Aspiring Educators to find a preparation program that suits their needs and supporting the placement of NOLA SEED-trained educators easily folds into current work streams.** To ensure that all *HS2CT* program benefits provided by the SEED funding opportunity extend past

the funding period, NSNO will ensure that new **HS2CT school sites are prepared to allocate funding to the implementation of a college persistence program.**

B.4 Dissemination of Results. The external evaluation team, Abt Associates, will conduct both an implementation and impact evaluation (outlined in Section D), resulting in interim and final research reports. Utilizing a quasi-experimental design meeting What Works Clearinghouse (WWC) standards with reservations, NOLA SEED investigates high-impact strategies implemented by NOLA SEED Partners. The Abt team will develop and disseminate findings from our implementation and impact evaluations through peer-reviewed journals, presentations, academic and practitioner-oriented conferences. Specifically, they will submit academic articles to journals such as AERA Open and Educational Evaluation and Policy Analysis (EEPA) and Educational Leadership and will propose presentations at national conferences, including the Society for Research on Educational Effectiveness (SREE) conference and the Association for Education Finance and Policy conference. NOLA SEED Partners will leverage their collective extensive network of organizations, policy makers, journalists, and thought leaders to disseminate grant findings through the publication of articles, presentations at conferences and convenings, blog posts, and social media. Tulane will work with university affiliates – K-12 Education Collaborative group, Cowen Institute, and Education Research Alliance for New Orleans – to publish key project findings for both a local and national audience. NSNO will share interim and final reports with stakeholders across the charter sector, including NOLA-Public Schools, the Louisiana Department of Education, and Charter School Growth Fund through the annual NOLA SEED Partner presentation of results.

C. QUALITY OF MANAGEMENT

C.1 Goals, Objectives, and Outcomes. The specific and measurable NOLA SEED project goals, objectives, and outcomes are outlined below in Table 7, and are aligned to all SEED performance measures.

Table 7. Specific and Measurable Goals, Objectives, and Outcomes

Goal 1: Expand and improve nontraditional Educator Preparation Programs in order to increase the number of High-Quality teachers with local ties to serve in underserved LEAs (AP1, CPP1-3)	
Objectives	Outcomes by 2025
<p>1.1 Recruit + prepare diverse teachers using evidence-based recruitment, pre-service, Residencies, and residency induction strategies. (CPP1)</p> <p>1.2 Make EPP improvements to provide high-quality supports that develop teachers' skills to deliver culturally responsive instruction and meet the SEL needs of students. (CPP2 + 3)</p> <p>1.3 Provide teachers with high-touch services to ensure their placement in underserved schools (AP1)</p>	<p>1a. 552 new educators (112 in Year 1, 150 in Year 2, 290 in Year 3)</p> <p>1b. 100% of educators secure teaching positions in high-needs partner LEAs (PMa).</p> <p>1c. 75% of teachers will be highly effective, as measured by LDOE (PMb)</p> <p>1d. 90% of highly effective teachers will be retained for at least 2 years, as measured by LDOE. (PMc)</p> <p>1e. The average cost of a NOLA SEED EPP program participant prepared to serve in New Orleans underserved schools is \$27,696. (PMe)</p>
Goal 2: Launch, expand and improve two innovative GYO Aspiring Educator Pathways to provide a robust, sustainable pool of future EPP applicants with local ties.	
Objectives	Outcomes by 2025
<p>2.1 Establish Reach in New Orleans to provide a low cost option for local talent to earn a bachelor's in education. (CPP1)</p> <p>2.2 Launch 3 and expand 2 existing HS-based GYO programs to provide comprehensive support to promote the success of aspiring educators on a path to a career in teaching. (CPP1)</p> <p>2.3 Integrating high-quality supports that develop aspiring teachers' knowledge of culturally responsive instruction and the SEL needs of students. (CPP2 + 3)</p>	<p>2a. 139 Aspiring Educators earn their bachelor's degree in education (12 in Year 2, 127 in Year 3)</p> <p>2b Increase of 75% in LEA partnerships, where teachers/Residents are placed, across all Partners</p> <p>2c. Increase of 175 EPP applicants, across all Partners</p>
Goal 3: Advance the field by evaluating and disseminating a codified approach to teacher preparation that improves students' academic and non-academic outcomes.	
Objectives	Outcomes by 2025

<p>3.1 Develop, refine, and codify an approach to prepare teachers with a high-touch Residency Model that leads to improved academic and non-academic outcomes.</p> <p>3.2 Evaluate the outcomes to identify high and low impact teacher preparation strategies.</p> <p>3.3 Disseminate learning, practices, and artifacts to scale and replicate effective strategies to prepare diverse teachers for underserved schools.</p>	<p>3a. An evaluation which meets WWC standards with reservations and produces evidence on Residency effectiveness, measured by student achievement and attendance. (<i>PMe</i>)</p> <p>3b. A practice guide, to include relevant artifacts, to be shared as described in Section B4, including 4 presentations and 4 blog posts on a platform with over 12,000 readers.</p> <p>3c. Draft 1 scholarly article by end of Year 3 to be submitted for publication.</p>
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C.2. Adequacy of Management Plan.

ROLES, TIMELINES, AND KEY MILESTONES. The Partners have highly qualified teams who are well-positioned to achieve the goals of this project on time and within budget. Please see Appendix B for resumes and job descriptions for each role below.

Project Management. Non-profit partner NSNO supports the success of NOLA SEED in three key areas: 1) Launch and implement the High School to Career Teacher (HS2CT) Pathway; 2) Provide a high-touch entry point for future educators to choose a EPP that best suits their unique needs and supports their success; and 3) Serve as project manager. NSNO has a track record of successfully implementing four multi-year federal grants (including a current TSL and a 2017 SEED grant) totaling over [REDACTED]. NSNO has developed grant management expertise in convening partners, tracking progress, working with evaluators, implementing change management, and ensuring federal compliance [REDACTED], Executive Director of Teacher Pipelines, is ultimately responsible for NOLA SEED’s success. [REDACTED] served in the same capacity for the 2017 SEED grant after helping to launch the KIPP New Orleans Teacher Residency Program. [REDACTED] will oversee the implementation of the NOLA TSL project by (1) holding partners accountable to deadlines and program implementation, (2) gathering and disseminating information to relevant parties, (3) liaising with the USDOE and the external evaluator, (4) verifying that CMO partners are complying with financial requirements of the

grant and collecting documentation confirming reimbursements are only for allowable expenses, and (5) ensuring that federal grant reporting is complete, accurate, and on time. NSNO will hire a full-time dedicated role, Talent Director, to manage the HS2CT program and manage the NSNO job board website.

EPP Program Staff. Tulane, Xavier, and TNTP will provide experienced leadership who will ensure that program strategies are implemented with fidelity at each Partner site: [REDACTED], Program Director of the Pre-K-12 Education Program at Tulane; [REDACTED], Chair of Division of Education and Counseling and NCFTR Founder, at Xavier; [REDACTED] at TNTP. Each leader will oversee activities carried out by Program Directors, Recruitment and Admission Managers, Resident Liaisons, and Coaches. LEA-based Mentor Teachers with significant experience and training implementing EPP-specific evaluation and growth tools will drive Resident growth during clinical experiences.

AEP Program Staff. [REDACTED], Reach University President, is responsible for program outcomes and will ensure that [REDACTED], Provost, has the resources required to achieve them. [REDACTED] oversees all academic departments and the management of activities related to partnerships, recruitment, preparation and evaluation of all undergraduate students. HS2CT programs will be led by certified teachers ([REDACTED]) and ([REDACTED]). At HS2CT sites, College Persistence Teachers will be responsible for implementing high-touch activities to provide financial, experiential, and relational resources for students to earn a bachelor's degree in education. Leadership at new HS2CT sites will have experience in career development and persistence programming, and will receive professional development through NOLA SEED-provided curriculum training and HS2CT Hubs.

External Evaluator. Abt Associates will provide external implementation and impact evaluations. Abt has conducted numerous studies of teacher preparation and induction programs, including innovative programs designed to develop teachers to better understand the cognitive and emotional needs of students in urban settings. Across i3 and EIR grants, Abt has worked with four grants in Louisiana, including two in New Orleans. Dr. Cara Jackson will lead the external evaluation. She is currently managing the National Evaluation of the 2019 Comprehensive Centers Program Grantees and is certified in What Works Clearinghouse group, single case, and regression discontinuity design standards.

Management Plan. The NOLA SEED Management Plan creates a roadmap for project success, as it outlines project objectives, as well as key activities and milestones that must be reached to achieve project goals. Additionally, the plan clearly defines roles and responsibilities. Below is a high-level overview. For full details, see Appendix G6: NOLA SEED Management Plan.

Table 8. Overview of NOLA SEED Management Plan

Goal 1: Expand and improve nontraditional Educator Preparation Programs in order to increase the number of High-Quality teachers with local ties to serve in underserved LEAs (AP1)				
Activities	Roles	Timeline		
		Y1: 2022-23	Y2: 2023-24	Y3: 2024-25
Objective 1.1: Recruit + prepare diverse teachers using evidence-based recruitment, pre-service, Residencies, and residency induction strategies. (CPP1)				
Design and refine the implementation of strategies to target diverse candidates	EPP, NSNO	Oct - Nov	May - June	May - June
Implement ongoing in-service and induction supports	EPPs, LEA	Pre-grant - Dec Jan - June	Aug - Dec Jan - June	Aug - Dec Jan - June
Implement recruitment strategies to target diverse candidates (new partnerships, flexible scheduling, financial incentive and Praxis tutoring)	EPP, NSNO	Nov - Dec, Apr - June (multiple starts)	Sept - Dec, Apr - June	Sept - Dec, Apr - June
Resident selection days, admissions, and enrollment (# of students)⁶	EPP, NSNO	Nov - Dec	July-Aug Nov - Dec	July-Aug Nov - Dec
Objective 1.2: Make EPP improvements to provide high-quality supports that develop teachers’ skills to deliver culturally responsive instruction and meet the SEL needs of students. (CPP2 + 3)				
Identify evidence-based SEL framework	EPPs, NSNO	Oct - Jan, Feb - Mar	As needed	As needed

⁶ Milestones are bold with indicators in parentheses.

Collaborate to integrate SEL and Culturally Responsive Teaching models into practice	EPPs, NSNO	Quarterly: Jan, Mar, June, Sept	Quarterly: Jan, Mar, June, Sept	Quarterly: Jan, Mar, June, Sept
Administer observation rubrics and analyze data from observation rubrics (New tools)	EPPs, Abt		Aug - Dec Jan - June	Aug - Dec Jan - June
Identify (hire) Talent Director (New hire)	NSNO	Oct	N/A	N/A
Modify NewOrleansTeacherJobBoard.org to add resources to explore EPP Pathways to teacher certification and a prompt to register interest. (Website)	NSNO	Nov	Nov	Nov
Establish and expand LEA (school) partnerships (Partnership agreements)	Reach	Ongoing	Ongoing	As needed
Student selection days, admissions, and enrollment (Student enrollment)	Reach, LEAs	Jan - May	Jan - May	Jan - May
Design and refine the implementation of ongoing in-service supports	Reach	Jan - March	Jan - March	Jan - March
Provide curriculum training for teachers	LEAs	Dec	June	June
HS2CT Learning Hubs	NSNO, LEAs	Quarterly:	Quarterly	Quarterly
Identify (hire) Persistence Teacher (New teacher)	LEA	N/A	June	June
Launch HS2CT Pathway at 3rd, 4th + 5th LEA-site (New partnership agreements)	NSNO, LEAs	Aug (#3)	Aug (#4-5)	N/A
Choose or design coursework that integrated SEL and CRT (New coursework and materials)	Reach, LEAs	Pre-grant period	May, Sept	May, Sept
Implement structures that support SEL skills	Reach, LEAs	Ongoing	Ongoing	Ongoing
Discuss interim findings and potential next steps for improvement	Abt, EPPs	May-July	May-July	May-July
Produce implementation guidance describing key components of model (Implementation plan)	Abt, EPPs	Initial draft	Revisions	Final
Evaluation planning and design, collect baseline evidence	Abt, EPPs	Oct-Sept	Refine as needed	Refine as needed

Produce an evaluation that meets WWC standards with reservations (Research report)	Abt	n/a (Cohort 1 are residents)	Interim Report	July - Sept.
Share findings through blog posts and social media (Blogs)	Abt, NSNO, EPPs	July-Sept	July-Sept	July-Sept
Deliver 3 academic and practitioner-oriented presentations/publications (Publications)	Abt, EPPs	July-Sept	July-Sept	July-Sept

D. QUALITY OF EVALUATION. Abt Associates (Abt) will conduct a rigorous, independent evaluation of NOLA SEED that will (a) measure the program impact on teacher and student outcomes using a rigorous quasi-experimental design specified to meet What Works Clearinghouse standards with reservations, and (b) provide formative feedback on the extent to which NOLA SEED is implemented as intended and is meeting specified performance objectives. The evaluation will address the five research questions (RQs) shown in Table 9.

Table 9. Research Questions and Data Sources

1. What is the impact of NOLA SEED on teacher retention?	LDOE
4. To what extent is NOLA SEED implemented as intended? (a) Are Residents receiving intensive, integrated pre-service and multi-layered in-service induction supports as planned? (b) What obstacles inhibit, and what factors enable, successful implementation and scaling of NOLA SEED?	-Program administrative data -Interview/focus group
5. To what extent is NOLA SEED meeting performance objectives regarding: (a) attracting and retaining diverse Residents, (b) improving teachers’ capacity to use culturally responsive teaching methods (c) increasing teachers’ capacity to meet students’ SEL needs?	-LDOE -Teacher/Resident surveys and Observation

Table 10 shows the timeline for the evaluation, following two cohorts of NOLA SEED teachers for up to three years. A complete timeline of evaluation activities is included in Appendix G7:

Timeline of Evaluation Activities.

Table 10. Evaluation Timeline

SY 2022-23			
SY 2023-24			
SY 2024-25			

D.1 Evaluation Methods Meets What Works Clearinghouse Standards with Reservations.

Impact Evaluation. The impact evaluation, which will address RQs 1 through 3, will examine the effect of NOLA SEED on teacher retention, student attendance, and student achievement on the Louisiana state standardized student assessments (i.e., LEAP). The RQs will be addressed using a quasi-experimental design in which first-year NOLA SEED teachers are compared to other first-year teachers in Orleans Parish trained through other EPPs. Should the grant be renewed to years 4 and 5, the analyses would be based on combined cohorts to improve statistical power. Following *WWC Study Review Protocol, v1.0*, **Abt will assess baseline equivalence of teachers and students in the treatment and comparison groups** for all impact analyses using years of teaching experience (i.e., 0 years of experience for both NOLA SEED and comparison teachers) and the prior year achievement of their students on the LEAP ELA and Mathematics assessments.⁷ Abt will assess whether treatment and control conditions differ using WWC standards.⁸ In accordance with WWC standards, baseline equivalence will be estimated for each outcome analysis. To increase precision in estimating the impact of NOLA SEED on student outcomes, the analytic models will include student prior achievement scores, regardless of whether the standardized mean difference meets the WWC threshold for inclusion in analytic models (i.e., standardized mean difference is >0.05 but <0.25). This will limit the sample to those teachers of records whose students have prior year achievement scores, which we estimate to be about half the sample (n=50 NOLA SEED and n=65 comparison teachers).

⁷ Students' scale scores on the LEAP ELA and Mathematics assessments will be standardized using the state mean to combine and compare scores across grade levels.

⁸ For continuous outcomes, the WWC uses the Hedges' g , with an adjustment for small sample bias. For dichotomous, the WWC uses the Cox index to determine these effect sizes. The WWC considers groups to be equivalent if the effect size differences are less than 0.05. If effect size differences are greater than 0.05 but less than 0.25, the WWC requires inclusion of the variables in the analytic models as covariates. If effect size differences are greater than 0.25, the WWC does not consider the groups to be equivalent.

If baseline equivalence is not met for 1 or more baseline measures, Abt will use propensity score weighting to account for selection bias and baseline equivalence will be reassessed using the weights (Guo, 2015). An advantage of propensity score weighting is that all individuals in the sample are used, unlike matching. Abt will use the following equation to estimate propensity scores: $\text{Logit}(Z_i) = \alpha + X_i' \beta$, where Z_i indicates the treatment status for teacher i ($Z_i = 1$ for NOLA SEED teachers, and $Z_i = 0$ for comparison teachers), and X_i' is vector of baseline characteristics (e.g., teacher gender, students' average prior student LEAP ELA and Mathematics scores). Abt will use multilevel linear regression models to examine the impact of NOLA SEED on teacher retention, student achievement and attendance.⁹ **Complete case analysis will be used to handle missing data.** The model for teacher retention is:

$$Y_i = \beta_{0i} + \beta_{1i}NOLA\ SEED_i + \beta_{2i}Female_i + \beta_{3i}Black_i + \beta_{4i}Grade_i + \beta_{5i}PriorELA_i + \beta_{6i}PriorMath_i + \beta_{7i}PriorAttend_i + \varepsilon_{ij}$$

The model for student outcomes (nested within teachers) is provided in Appendix G8: Technical Details About Analytical Models.

Power. These sample sizes are sufficient for detecting minimum detectable effect sizes (MDES) that are feasible and meaningful. Based on power calculations using PowerUp!, the minimum detectable effect size is 0.29 for teacher retention, 0.18 for student attendance, and 0.29 for student achievement.¹⁰

D.2 Performance Feedback for Periodic Assessment of Progress.

⁹ If propensity score weighting is used, these will be included in the outcomes analyses.

¹⁰ For teacher retention, the power analysis assumes alpha 0.05; a 2-tailed test; power 0.80; 50 teachers in NOLA SEED (treatment) and 65 comparison teachers (sample limited to teachers whose students have prior-year achievement data); 30 students per teacher. For student outcomes, assumptions are the same; additional assumptions include ICC 0.11; R2 Level 1 (student) 0.6; R2 Level 2 (teacher) 0.1. For student achievement we assume 20 NOLA SEED and 26 comparison teachers due to needing both pre and post-test data. See Appendix G9: Power Analysis Calculations and Assumptions for details.

Implementation Evaluation. To answer R4, beginning in year 1, Abt will periodically assess program implementation fidelity and work with NOLA SEED to refine definitions and measures of the core components of the program. The design of the implementation evaluation will yield quantitative (e.g., surveys, administrative data) and qualitative (e.g., interviews, focus groups) data and will be informed by the strategies, outputs, and outcomes included in the logic model. Abt will collect implementation from a variety of sources in order to determine the extent to which NOLA SEED is being implemented with fidelity as well as to provide NOLA SEED with feedback for continuous improvement of the program. To assess implementation and identify facilitators and barriers to implementation Abt will administer surveys to all NOLA SEED Residents and first-year teachers, analyze administrative data from LDOE and NOLA SEED, conduct interviews with clinical faculty and administrators at NOLA SEED EPPs, and conduct interviews or focus groups with a random sample of 10-15 NOLA SEED first-year teachers during site visits. Abt will work with NOLA SEED to identify specific fidelity indicators and thresholds for key program components and develop an implementation fidelity rubric. Using data from the sources listed above, Abt will assess the extent to which NOLA SEED program strategies were implemented as planned. Abt will use results from analyses of this data to provide continuous feedback to NOLA SEED leaders during monthly implementation calls and in the annual reports. Data from the implementation evaluation can also be used to foster sustainability and guide replication of NOLA SEED in other settings.

Performance feedback and assessment of progress. Abt will meet monthly with the NOLA SEED project leadership team to provide timely performance feedback on the evaluation activities and findings. During these meetings, Abt will discuss progress toward developing data collection protocols, cleaning and analyzing implementation and impact data, initial findings,

and any challenges encountered during the prior month. Each year, Abt will provide the project team with a formal, annual evaluation report that provides detailed information on fidelity of implementation and quantitative findings from the impact evaluation, as available. Finally, Abt will support assessment of progress toward achieving project goals and objectives by analyzing data to assess progress toward achieving the performance measures included in the annual performance report.

D.3 Objective Performance Measures Aligned to Project Outcome. To answer RQ5, Abt will help NOLA SEED to assess the extent to which the program is meeting performance measures that are clearly aligned with each of the four project objectives and measure intended project outcomes, as shown in Table 11.

Table 11. Performance Measures

Performance Measures (from baseline in SY 2022-23)	Data
Obj. 1: Supporting Effective Teachers (AP1)	
<i>PM1.1:</i> By the end of year 2, and annually thereafter, 80% or more of Residents will report that coursework integrates practice and provides content that can be applied to their residency.	NOLA Resident survey
<i>PM1.2:</i> By the end of year 2, and annually thereafter, 80% or more of first year teachers of record will report receiving sufficient in-service + induction support (ex: coaching+ feedback).	NOLA First-year teacher survey
<i>PM1.3:</i> By the end of year 3, NOLA SEED teachers exhibit higher retention rates than comparison teachers.	LDOE
<i>PM1.4:</i> By the end of year 3, 100% of EPP program completers will have secured teaching positions in high-needs partner LEAs (<i>PMa</i>).	LDOE
<i>PM1.5:</i> By the end of year 2, and annually thereafter, 75% or more of NOLA SEED teachers will be rated highly effective. (<i>PMb</i>).	LDOE
<i>PM1.6:</i> By the end of year 3, 90% or more NOLA SEED teachers have served concentrations of high-need students for 2 years. (<i>PMc</i>).	LDOE
Obj. 2: Increase Educator Diversity (CPP1)	
<i>PM2.1</i> By the end of year 3, 70% or more of the Residents will be from historically underrepresented groups.	Program administrative data
<i>PM2.2</i> In each year of the program, the NOLA SEED EPP Partners will retain at least 80% of the Residents.	Program administrative data
<i>PM2.3</i> By the end of year 3, across all partners, NOLA SEED EPP Partners see a 200% increase in applicant pool from Reach and HS2CT programs.	Program administrative data
Obj. 3: Promote Equity in Student Access in K-12 Schools (CPP2)	

PM3.1 By the end of their residency year, 80% or more of Residents exhibit knowledge of culturally responsive teaching strategies.	Resident survey
PM3.2 By the end of their residency year, 80% or more of Residents enact culturally responsive teaching strategies.	Observation data
Obj. 4: Meeting Students' Social, Emotional+ Learning (SEL) Needs (CPP3)	
PM4.1 By the end of their residency year, 80% or more of Residents exhibit knowledge of social and emotional teaching strategies.	Resident survey
PM4.2 By the end of their residency year, 80% or more of Residents enact social and emotional teaching strategies.	Observation data
PM4.3 By the end of year 3, students of NOLA SEED teachers exhibit higher attendance than the students of comparison teachers.	LDOE

D.4 Valid and Reliable Performance Data on Relevant Outcomes – The evaluation will incorporate valid and reliable data on NOLA SEED performance in meeting its objectives and outcomes. For the impact study, all outcome measures will **meet WWC face validity, reliability, and domain requirements and will not be over-aligned with the intervention**, and all teacher- and student-level data for the impact evaluation (e.g., outcome, prior academic achievement, demographic, and background characteristics data) will be obtained from the Louisiana Department of Education (Table 12).

Table 12. Impact Evaluation Outcome Measures

WWC Domain	Outcome	Level	Cohort
Teacher Retention in the Profession	1-year retention in Louisiana	Teacher	1 ^a
Teacher Retention in the School	1-year retention in Orleans Parish	Teacher	1 ^a
School Attendance	Attendance	Student	1, 2
General Mathematics Achievement	LEAP Mathematics, grades 4-8 LEAP Algebra I, Algebra II	Student	1, 2
General English Language Arts (ELA) Achievement	LEAP ELA, grades 4-8 LEAP English I, English II	Student	1, 2

^aIf funded for a 2-year extension, evaluation will examine retention of cohort 2 teachers.

Teacher Culturally Responsive Survey Reliability and Validity. To measure NOLA SEED Residents' and first-year teachers' perceptions of their ability to integrate culturally responsive teaching into their classrooms, Abt will use the validated Multicultural Teaching Competency

Scale ($r=0.88$), which includes subscales of Multicultural Teaching Skill ($r=0.83$) and Multicultural Teaching Knowledge ($r=0.80$). Other items will be drawn from the National Teacher and Principal Survey.

Teacher Culturally Responsive Observation Reliability and Validity. To measure Residents' ability to enact culturally responsive teaching strategies and meet the social emotional learning needs of students, Abt will identify a previously validated observation tool that has been determined to be reliable. If it's determined that this is not possible, Abt will assess reliability and validity data as part of the evaluation.

Data Collection. Abt will develop all data collection materials to objectively measure implementation fidelity, program outcomes, and participants' perceptions of their experiences in NOLA SEED. Across all data collection instruments, Abt will ensure that questions and survey response options are clear, concise, easily understood, and cover the potential range of experiences and perceptions. Abt will conduct pilot tests with a small group of respondents in winter of year 1 of the grant, including cognitive interviews, to ensure survey items are understood by respondents in the same way. Measures not deemed reliable and valid will not be included in the evaluation.

D.5 Replication of Project Strategies – To guide possible replication of project strategies, the impact evaluation will generate rigorous evidence regarding the impact of NOLA SEED on teacher retention and students' attendance and academic achievement in ELA and Math. In addition, the implementation evaluation will provide information about how the strategies are being implemented, facilitators, barriers to successful implementation, participants' perceptions of their experiences with NOLA SEED, and the extent to which the project meets the intended performance measures. All of this information will illuminate the successes as well as barriers to

sustaining and replicating NOLA SEED and will be used to develop recommendations for possible replication of effective strategies in other school districts.

Appendix F.10: Bibliography