

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

Status: Submitted

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Technical Review

Applicant: YOUTH EMPOWERMENT SERVICES INC (U374A170095)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Evidence of Support		
1. Evidence of Support	30	30
Need for Project		
1. Need for Project	25	25
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	20
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	5	5
Priority Questions		
Competitive Preference Priority #1		
Improve Equitable Access to Effective Educators		
1. CPP 1	10	10
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	5
Total	115	115

Technical Review Form

Panel #3 - TSL - 3: 84.374A

Reader #1: *****

Applicant: YOUTH EMPOWERMENT SERVICES INC (U374A170095)

Questions

Selection Criteria - Evidence of Support

1. In determining evidence of support of the proposed project, the Secretary considers the following factors:

Reader's Score: 30

Sub Question

1. (1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

General:

Overall Comments:

The applicant describes how the current PBCS, HCMS and evaluation system with supports was modified with the 2016 TIF5 award. The modifications to the HCMS opportunity will allow the LEAs to create an Effective Educator Pipeline so that the targeted schools can HIRE teachers who start the year as effective educators. All LEAs have agreed that the next component to be added to the evaluation system with supports and PBCS is a comprehensive teacher preparation program, a significant modification and improvement of the current HCMS.

Strengths (if applicable):

The applicant describes how the proposed project is a part of a comprehensive evaluation system, which builds on the foundation of the 2016 TIFS enhancements of the HCMS. The Equity Pipeline for Educator Preparation is a significant improvement to the current Human Capital Management System (HCMS) being implemented in the targeted LEAs, and is designed to ensure that students have equitable access to effective teachers on the first day of the school year. For the proposed project, each LEA has aligned its comprehensive school improvement work with the overall goal and objectives and program design, to guarantee the students equitable access to effective teachers (pp. e22-23). Included in the Equity Pipeline are research-based induction strategies to assist effective teachers once they are hired. Ninety-one percent (91.2%) of respondents to the Educator Equitable Access survey (p. pp. e267-368) agreed new teachers need support with ongoing induction activities such as orientation and mentoring as they acclimate to the overall school and district culture. To address Absolute Priority 1 the applicant describes how the HCMS systems including evaluation supports and Performance Based Compensation System (PBCS) are effective at improving student academic achievement and include a data system that links educators, observations and student academic achievement. To address Absolute Priority 2 the applicant describes teacher systems.

Weaknesses (if applicable):

No weaknesses

Reader's Score:

2. (2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of the project services.

Sub Question

General:

Overall Comments:

The applicant describes how the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. LEAs worked with the non-profit partner, Youth Empowerment Services, Inc. (YES, Inc.) to create the Equity Pipeline for Educator Preparation (p. e20). The applicant provides documentation of the support and collaborations including a Memorandum of Understanding (pp. e211-212), letters of support (pp. 358-254, Educator Equitable Access Survey results (pp. e267-268), and vendor support in coordinating professional development (p. e221).

Strengths (if applicable):

The applicant describes the comprehensive support from all the 4 targeted LEAs representing the 16 individual campuses as documented by the signed Memorandum of Understanding (pp. e211-212) which describes in detail the agreement with 100% of the requirements for the Teacher and School Leader Absolute Priorities, Competitive Priorities, Cost Requirements and comprehensive efforts to meet the LEA's commitment to a shared vision of equitable access for all students to effective educators. In addition, the applicant provides documentation of the 100% project support from individual schools (pp. e60-76) within each LEA and over 50 letters (pp. 358-254) demonstrating strong support from the stakeholders including superintendents, teachers, principals and parents. Over 95% of the targeted LEA educators supported the submission of the proposed TSL project to establish an HCMS educator preparation program (p. e16). This plan for an educator equity pipeline has strong support as evidenced by the Educator Equitable Access survey results (pp. e267-268). LEAs worked with the non-profit partner, Youth Empowerment Services, Inc. (YES, Inc.) to create the Equity Pipeline for Educator Preparation (p. e20). The letters of support and MOUs (pp. e211-212) demonstrate the high level of collaboration needed to ensure that the project's services are maximized. The input from teachers, advisory committees, teacher leaders and principals has been invaluable in establishing the Equity Pipeline described in the program design. Each of the four pillars of the Equity Pipeline as described in the program design (p. e32) have been extensively researched and reviewed with information shared with all the stakeholders; and over 100 conference calls, face-to-face meetings, and virtual meetings were held to provide input in program design. In addition, the letters of support (pp. 358-254) from partners, including vendors that have pledged to support the Equity Pipeline when funded. Coordinate professional development with outside vendors. The LEAs agree to work together with all the applicable vendors and partners that are collaborating to assist the TSL with implementation of all services and activities (p. e221).

Weaknesses (if applicable):

No weaknesses

Reader's Score:

3. (3) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using community, State, and Federal resources.

General:

Overall Comments:

The applicant describes how the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding streams from other programs supported by community, state, and Federal resources. The targeted LEAs are continuing to implement the currently funded TIF5 grant for the Educator Effectiveness Process comprehensive teacher, principal and Superintendent evaluation system with supports (p. e89), and work together with PBCS and HCMS modifications. Within the program design section is the detailed description of how the HCMS reflects a clear and fair measure of performance based upon demonstrated improvement in student academic achievement (p. e32).

Strengths (if applicable):

The integration of the Equity Pipeline for Educator Preparation is critical to the LEAs' ability to fill the most persistent gaps experienced by the LEAs. Aligning the Equity Pipeline with the already existing Educator Effectiveness Process (EEP) will ensure the highest level of expectation for closing the educator preparation gap. All LEAs have

Sub Question

committed to utilizing the Texas foundation school funds for the match requirement. All LEAs have signed the required Match Assurance document (p. e274) as a commitment to implementing the activities detailed in this application. The Midwest Education Equity System (MEES) MATCH BUDGET indicates that participating LEAs will support the program or project through in-kind contributions, and state funding allocations. The average match or in-kind donation is a minimum of 50% of the total TSL grant allocation. Once the TSL has met with approval and any budget negotiations have concluded the final match will be determined (p. e286). The evidence of support for this request is significant and is aligned with the Absolute Priority #1, HCMS and Absolute Priority #2, Evaluation and Support Systems for Teachers. The Equity Pipeline for Educator Preparation is designed for teachers only. An Educator Equitable Access survey administered to measure need revealed that 96.6% of the respondents indicated their agreement that students should walk into the classroom and have a highly effective teacher on the first day of school. In addition, LEA superintendents have identified this gap as the most significant gap in student access to effective teachers (pp. e267-268). Finally, the Equity Pipeline for Educator Preparation focuses on and aligns with the State requirements by focusing on systems and processes for recruitment, selection, placement and retention of teachers in high-need schools by attracting, hiring and retaining effective educators, b) offering bonuses or higher salaries to effective educators or establishing or strengthening teacher residency programs . The principal evaluation system will consist of 4 observations which assist the principal in mastering the art of leadership. The purpose of the observations is to determine the principal's level of the leadership effectiveness and to help the principal improve. The observation processes focus on two instructional roles with different rubrics, including the instructional role, the instructional setting. The principal is observed coaching and mentoring other educator in the teacher post-observation conference facilitating a conversation around the reinforcement goal and the refinement goal. All four observations include a post-observation conference with discussions of a reinforcement goal for the principal to continue reinforcing what is going well and a refinement goal, which is something that can done more effectively. The evaluation of the superintendent is a new edition and is considered a modification to the evaluation system with supports that already exist for the teachers and the principals. The superintendent's work is directly linked to student performance data used in the evaluation of teachers and principals. The superintendent's evaluation is parallel to and aligned with the systems that link student performance targets, teacher performance targets, administrator performance targets, and, ultimately, district performance targets. Each LEA has a comprehensive superintendent's evaluation. The instructional leadership component of the superintendent's evaluation is worth 15% of the PBCS for the superintendent (p. e30).

Weaknesses (if applicable):
No weaknesses

Reader's Score:

Selection Criteria - Need for Project

1. In determining the need for the proposed project, the Secretary considers the following factors:

Reader's Score: 25

Sub Question

1. (1) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

General:

Overall Comments:

The applicant provides sufficient data which describe how the proposed project will provide services or otherwise address the needs of students at risk of educational failure. The Equity Pipeline includes four (4) San Antonio-based charter LEAs representing 16 high-need, high-poverty, and persistently low-achieving campuses; 100% of the 16

Sub Question

schools are identified as high-need schools and will be positively impacted by this TSL opportunity (p. e191). The planned target population is 250 teachers impacting over 2000 students; and the challenge is hiring and retaining highly qualified teachers, who often seek higher paying jobs in other districts (p. e27).

Strengths (if applicable):

Of the forty (40) San Antonio-area schools identified as Title I priority schools, 22.5% are represented by the sixteen campuses. Therefore, 9 of the 16 high-need schools identified for the proposed project represent the lowest performing schools. All 16 campuses meet the TSL6 high need documentation criteria (p. e191). All sixteen participated in the 2016 TIF5 EEP project and, six of the nine campuses had double digit increases in the percent of students meeting and exceeding standards in math and science over the EEP TIF3 grant period. In addition, each high-need LEA leader has confirmed through surveys, questionnaires, and discussions that the recruitment of effective teachers is extremely difficult especially in the areas of math and science. The recruitment and retention of effective teachers by the LEAs is more difficult because of the options available for teachers seeking employment. Surrounding districts offer incentives to teachers in hard-to-staff areas. The targeted LEA salaries are usually between \$5,000 and \$18,000 lower than the base salaries in the competing districts (p. e27). The project will provide highly qualified teachers and administrators who will be deployed in low performing schools to provide the services needed to improve student achievement. These educators will participate in required training, which will include intensive on-site professional development, face-to-face professional learning communities (PLCs), and job-embedded coaching to enhance teachers' classroom practices and principals' leadership skills. Professional development will focus on implementing effective instructional practices; developing meaningful relationships with target students; and linking the strategies to the realities of student achievement in high needs schools. Students will benefit from highly trained teachers and school leaders who will implement these strategies to improve student performance of formative and summative assessments used to rate school. The LEAs educators will also have opportunities, based on their needs, to attend professional development outside of their campuses that focuses specifically on content, strategies, methods and activities that will help them become more effective educators. Each campus will have up to \$50,000 to contract with external professional development entities to find professional development that is aligned with data specific to their school's needs (p. e95).

Weaknesses (if applicable):

No weaknesses

Reader's Score:

- 2 (2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

General:

Overall Comments:

The applicant identifies specific gaps or weaknesses in services and opportunities have and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. While the LEAs were implementing the TIF5 requirements, they discovered a tremendous gap existed when recruiting and hiring effective educators. There was no pipeline of available effective educators for the local charter schools (p. e19). A viable solution for the retention gap is to provide base pay increases for teachers.

Strengths (if applicable):

Even though retaining teachers continues to be a challenge in participating LEAs, 80% of the teachers in a 2015 the Educator Equitable Access survey results (pp. e267-268) rated their job satisfaction as good or very good; and 68% of the teachers surveyed would stay at their current schools longer because of the Educator Effectiveness Process (EEP). The proposed TSL project includes a provision to establish a significant base pay increase that will help to equalize teacher and principal salaries. The average teacher salary in the State of \$51,891 is higher than all the average salaries at each of the sixteen (16) targeted high-need schools. In some cases, it is almost \$18,000 higher. The difference is evidence of the need for a continuation of Educator Effectiveness Process (EEP), that will

Sub Question

compensate based on effectiveness, and the additional resources to implement HCMS that will include recruitment and retention. Base pay increase is one of the first steps in modifying the HCMS. The goals of the comprehensive Educator Effectiveness Process (EEP) evaluation system with supports are ambitious, attainable and meet the TSL requirements as being fair, rigorous, valid, reliable and objective for the teachers, principals and superintendents. The evaluation system includes rigorous observation of teachers, principals and superintendents while the supports are defined as evaluation supports that occur after the observations and include significant and intensive follow-up coaching, conferences, and professional development based on the results of the observation reports (p. e31). The applicant describes the low student performance on assessments in high needs schools; and these gaps are disturbing. For example, the State 2014-2015 School Report Card shows that none of the target schools met the 77% standard in reading. Also, in science and math, despite the increases in student performance over the past five years, some target schools continue to fall below the proficiency level (p. e194-196). The applicant will address these gaps by establishing student learning goals which will be derived from gaps in student learning based upon academic data identified by testing, student profiles, and student interests. The applicant will review gaps in achievement and effectiveness and re-commit to the goals and objectives of EEP, including a customized professional development plan for teachers and principals at each target school. Professional development will be tailored for each school and will be based on student performance data, with a focus on strategies for closing identified gaps.

Weaknesses (if applicable):

No weaknesses

Reader's Score:

Selection Criterion - Quality of the Project Design

1. In determining the quality of the design of the proposed project, the Secretary will consider the following factors:

Reader's Score: 20

Sub Question

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

General:

Overall Comments:

The applicant describes how the rationale for the project is supported by cited, relevant research, which meets the What Works Clearing House standard without reservation. The applicant provides a logic model which clearly illustrates key project components, including resources, activities, inputs, outcomes, and goals. The continued success of the EEP process is, in large part, a function of this integrated system of feedback that continually focused on reinforcing evidence-based teacher instructional behaviors that have been shown to result in significant student learning growth. In EEP, teacher effectiveness is not a once or twice a year conversation with a focus on financial gain. It is a continuous conversation and consistent focus on effective practices (pp. e197-198).

Strengths (if applicable):

These high-needs charter schools have identified several evidence-based activities to support the needs identified in their schools, specifically in the areas of the comprehensive evaluation system with supports. The supports include observation and feedback, professional learning communities, induction of new teachers, mentoring), performance-based compensation systems (value-added compensation and observations), and human capital management systems equitable access to quality teachers; residency programs; recruiting and retaining teachers; and cultural competence. While the comprehensive evaluation system with supports and Performance Based Compensation System (PBCS) will be updated to incorporate evidence-based activities, the grant focus is on the

Sub Question

activities for the HCMS and ensuring equitable access to quality teachers at all campuses for all students. In addition, all activities are aligned with the State Plan to Ensure Equitable Access to Excellent Educators. The applicant provides relevant research to support project activities, which is based on promising evidence from the What Works Clearinghouse standards without reservation. The proposed project will include appropriate activities such as intensive on-site professional development, face-to-face professional learning communities (PLCs); job-embedded coaching to enhance teachers' classroom practices; PLC focus on implementing effective instructional practices and developing meaningful relationships with target students; and ensuring coherence across sessions, with opportunities to link the principles to the realities of the teaching situations in the particular school or district (p. e29). Regarding induction of new teachers and mentoring, the program will adapt components of best practices, to include a one- to two- year mandated program that focuses on teacher learning and evaluation, the provision of a mentor, the opportunity for collaboration, structured observations, intensive workplace learning, beginning teacher seminars and/or meetings, professional support, and/or professional networking (Bland et al., 2014; Kearney, 2014; Parkinson et al., 2016). These activities support the rationale of the proposed project, including ensuring that all students have equitable access to effective teachers; ensuring that student academic performance improves and ensuring that high needs schools have highly skilled administrators who embrace the vision of equitable access for all students to effective educators.

Weaknesses (if applicable):

No weaknesses

Reader's Score:

2 (2) 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.

General:

Overall Comments:

The applicant provides a detailed, comprehensive description of the currently funded TIF5 project: Educator Effectiveness Process (EEP) including the evaluation system with supports, the Performance Based Compensation System (PBCS) and the HCMS with the newly designed Equity Pipeline for Educator Preparation project included. The Educator Effectiveness Process (EEP) Performance Based Compensation System (PBCS) goal is to differentiate compensation to teachers, principals, and superintendents based on the results of the evaluation system (p. e31).

Strengths (if applicable):

The applicant describes the goals of the comprehensive Educator Effectiveness Process (EEP) evaluation system with supports which are ambitious, attainable and meet the TSL requirements of being fair, rigorous, valid, reliable and objective for the teachers, principals and superintendents. The evaluation system includes rigorous observation of teachers, principals and superintendents while the supports are defined as evaluation supports that occur after the observations and include significant and intensive follow-up coaching, conferences, and professional development based on the results of the observation reports. The Educator Effectiveness Process (EEP) HCMS goal focuses on enhancing the use of educational equity strategies which ensure that all students have equitable access to effective educators. The long-term goal is to create a comprehensive teacher preparation program called Equity Pipeline for Educator Preparation. The system will help all LEAs increase the focus of ensuring equitable access throughout all 10 HCMS components of preparation, recruitment, hiring, placement, professional development, promotion, retention, dismissal, compensation, and tenure. The Equity Pipeline is a viable model for increasing the pool of highly qualified teachers because it includes multiple options for educator preparation. Educators who want to teach in the targeted LEAs are selected and must complete the appropriate Equity Pipeline sequence of activities to be classified as effective. Principals are instructional leaders whose job is twofold. First principals must understand the link between highly qualified teachers, effective classroom instruction and meeting the needs of high risk students. Principals will be trained to evaluate teachers based on standards of highly effective teachers which will ensure that teachers meet the needs of the target population. The second role of principals is to identify needs and provide need-based professional development for teachers to address needs and gaps. This model of continuous improvement will

Sub Question

successfully address the needs of the target population.

Weaknesses (if applicable):

No weaknesses

Reader's Score:

3. (3) The extent to which the grant activities will be evaluated, monitored, and reported to the public.

General:

Overall Comments:

The Educator Effectiveness Process (EEP) Observation Rubric (pp. e110-124) reflects teacher expectations and will be used to evaluate teachers and principals. The overall purpose of the observation process is to improve teacher effectiveness through the job-embedded professional development, supportive coaching, mentoring and any additional external targeted professional development. Teachers will 3 rubric-based observations per year and principals will have 4 observations to determine the principal's level of the leadership effectiveness and ensuring that all students will have equitable access to effective educators. The evaluation of superintendents is new and is considered a modification to the evaluation system with supports that already exists for the teachers and the principals (p. e92).

Strengths (if applicable):

The Educator Effectiveness Process (EEP) evaluation system with supports contains 3 educator evaluations, including one for teachers, one for principals and one for superintendents. All 3 evaluation systems have educator support because they were designed and created with input from teachers, principals and superintendents. At the beginning of each school year, classroom teachers and teacher leaders will receive from six to twelve hours of EEP teacher observation rubric training through weekly teacher-focused unit meetings to prepare them for 3 rubric-based observations (pp. e110-124) during the school year. One observation will be announced and will include a pre-observation and a post-conference and 2 observations will be unannounced and include a post. Observations are conducted by the principal, the expert teacher leader and the career teacher leader. The Educator Effectiveness Process (EEP) Observation Rubric (pp. e110-124) reflects teacher expectations by defining performance criteria from novice to expert using indicators and sub-indicators on a scale from 1 – 5 with scores of 5 representing expert level teachers and the scores of 1 representing novice teachers. It is designed to evaluate teachers' planning, delivery of instruction and use of formative and summative assessments. Of the 4 observations, one observation is announced and has a pre-observation conference, while the other 3 observations are unannounced. All 4 observations include a post-observation conference with discussion of a reinforcement goal for the principal to continue reinforcing what they are doing well and a refinement goal, which is something that can be improved. Similarly, principals will be evaluated 4 times a year, utilizing the Observation Rubric. The purpose of the observations is to determine the principal's level of the leadership effectiveness and ensuring that all students will have equitable access to effective teachers. The superintendent's evaluation is parallel to and aligned with the systems that link student performance targets, teacher performance targets, administrator performance targets, and, ultimately, district performance targets. Each LEA has a comprehensive superintendent's evaluation. The instructional leadership component of the superintendent's evaluation is worth 15% of the PBCS for the superintendent (pp. e89-99). In addition, Educator Effectiveness Process (EEP) Implementation evaluation supports will also include coaching and mentoring, walk-throughs with feedback, student data, individual group plans, and any teachers in need of assistance. The leaders also create the Unit Meeting agendas based on walk-throughs and the teacher observations. Feedback from these measures of effectiveness will inform the need for growth oriented improvements. The leadership team members and the principal are then able to create a plan to move all educators to effectiveness (p. e94 & e140-144). This well-thought -out, grow your own model will utilize trained project staff to train and support each campus' leadership staff, and they in turn train and support their career teachers who work directly with students (pp e49-50). The project activities will be evaluated by an external program evaluation service which is designed specifically to determine and report the extent to which program goals and objectives are met; investigate implementation barriers and facilitators to guide real-time adjustments;

Sub Question

understand and improve program implementation and impact on teacher, principal, school, and district performance; and communicate and disseminate findings to local stakeholders and the public at a minimum of annually; and contribute to research, knowledge, practice, and policy at the state and national levels (p.e48).

Weaknesses (if applicable):

No weaknesses

Reader's Score:**Selection Criteria - Quality of the Management Plan****1. In determining the quality of the management plan for the proposed project, the Secretary considers:**

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.

General:

Overall Comments:

The applicant provides a strategic management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. The applicant provides a detailed description of key staff roles and responsibilities. Youth Empowerment Services, Inc. (YES, Inc.) plans to continue to hire, train, support, and provide 100% of the staff needed to support the TSL project. The applicant provides the job descriptions for these positions as well as the resumes (p. e161-174). The applicant also provides a project organizational flowchart (p. e175) which shows the reporting structure of project personnel.

Strengths (if applicable):

For the management of the project, Youth Empowerment Services, Inc. (YES, Inc.) plans to continue to hire, train, support, and provide 100% of the staff needed to support the TSL project. The staffing pattern and clear lines of responsibility and communication have allowed YES, Inc. to successfully manage the many facets of the Performance Based Compensation System (PBCS), evaluations system with supports, and the HCMS within the funded USDE grants. The Executive Project Director has been responsible for the hiring, selecting and training of all TSL staff for the past seven years and has over thirty years of educational program administration experience. Each staff position is detailed in the budget narrative (pp. e274-277); and 3 project staff are considered key staff, including the Executive Project Director, the Regional Coordinator and the Executive Expert Teacher Leader . The Executive Project Director is responsible for overseeing the day-to-day operations of all TSL evaluation, support, Performance Based Compensation System (PBCS), and HCMS activities. The Executive Project Director's role will continue to be the capacity builder, being the person overseeing all grant functions and activities or grant staff and for the LEAs. The applicant clearly describes TSL specific objectives and timelines designed to ensure that all the milestones for implementing the goals and objectives of the TSL project are met with a focus on ensuring that all students have equitable access to effective educators. The applicant describes the 5 major milestones to be achieved over the 5-year project including base-pay and HCMS milestones, teacher preparation and HCMS milestones, induction and HCMS milestones, professional options and HCMS milestones; and continuous improvement milestones. The applicant provides a yearly month-to-month timeline of major activities for each milestone (pp e50-54). This management plan provides a strategic approach to achieving project objectives by placing experienced and well qualified individuals in highly-tasked positions that will be under the leadership of an Executive Project Director. The time commitment of key project staff is sufficient. The Executive Project Director will budget 50% of her time and effort to the TSL project to train all TSL staff in implementing all aspects of the Charter Equity Model System. Each of the four- full time HCMS specialist will be assigned to work with, train with and oversee the implementation of the Equity at four of the sixteen TSLcampuses.

Weaknesses (if applicable):

No weaknesses

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. The Secretary considers the adequacy of resources for the proposed project based on the following factors:

Reader's Score: 5

Sub Question

1. (1) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

General:

Overall Comments:

The participating LEAs will support the proposed project through in-kind contributions, and state funding allocations. The average match and in-kind donation is a minimum of 50% of the total TSL grant allocation. Once the TSL has met with approval and any budget negotiations have concluded the final match will be determined (p. e286). Each of the LEAs has identified approximate amounts of LEA funds that will be used to support this TSL project. This includes travel costs to EEP 101, Teacher Observation Certification Training, Principal Observation Certification Training, EEP Professional Development Academies, EEP annual Summer Institutes, Title II Grant Teacher Leader Training, and Teacher Professional Development. The LEAs identified travel amounts on each of the three campuses at approximately \$100,000.00 per campus (p. e287).

Strengths (if applicable):

The LEAs' Superintendents have made a commitment towards implementing 100% of the proposed project by supporting the sustainability plan based upon increasing educator effectiveness. Increasing educator effectiveness will lead to improved student academic achievements and growth which will ultimately lead to increased enrollment of students from families seeking to improve their educational options for their children. The Match Assurance has been signed and agreed upon by all targeted LEA Superintendents through a Memorandum of Understanding (MOU) document which ensures that LEA Superintendents are accountable (pp. e211 - e224). The MOUs were written with input from the Superintendents, and all LEA Superintendents signed the MOUs, which will govern the process within each participating LEA. The MOUs define both the fiscal and programmatic responsibilities of the partner districts and includes a commitment by each participating district to implement the HCMS, including the educator evaluation systems and the Performance Based Compensation System (PBCS); a description of the responsibilities of the lead applicant in managing any grant funds and ensuring overall implementation of the proposed project; a description of the activities that each member of the group will perform; and a statement binding each member of the group to every statement and assurance made in the application (p. e286).

Weaknesses (if applicable):

No weaknesses

Reader's Score:

2. (2) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency of organization at the end of the Federal funding.

General:

Overall Comments:

The applicant provides a description in the budget of non- federal funds (p. e7 & pp. e286-289). Each LEA Superintendent signed MOUs (pp. e211 - e224) which document the potential for the incorporation of project

Sub Question

purposes, activities, or benefits into the ongoing program of the LEA at the end of the Federal funding. In addition, 100% of LEAs signed the Professional Buy-In Forms (pp. e260- e278), which indicate their commitments to incorporate project activities and benefits into the ongoing program.

Strengths (if applicable):

The continued support of the TSL project after the Federal funding ends will be a primary focus of the Executive Project Director working together with the Superintendents along with the staff person tasked with coordinating all the sustainability efforts. The Sustainability Coordinator will assist the LEAs in tapping into their most promising sources of funds based on the average daily attendance rate of students, including increasing enrollment and increasing retention rates to generate additional funds. The gaps in charter school funding are regularly discussed, and each LEA is fully prepared to close the gap to support the project after Federal funding ends. The applicant describes how 100% of the schools in the LEAs have committed to continue to incorporate the Educator Effectiveness Process into their comprehensive school improvement practices after the end of the Federal funding per the signed MOU (pp. e211 - e224). To build a successful campaign to sustain the TSL project, each LEA will actively seek USDE technical assistance for continuing to have equitable access as a major priority of the HCMS. The HCMS advisory board and committee will be extensively involved in HCMS and the Equity Pipeline project during and after this grant. Per the match and the sustainability components of the signed MOU, each of the participating LEAs has allocated funds to sustain this project's goals, objectives and activities as it has been a significant, integrated component of each campus' school improvement plan during the past 6 years (pp. e55-56).

Weaknesses (if applicable):

No weaknesses

Reader's Score:

Priority Questions

Competitive Preference Priority #1 - Improve Equitable Access to Effective Educators

- 1. Projects that are designed to address the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both teachers and School Leaders, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA or LEAs the project will serve. At a minimum, applicants must:**

(1) Identify the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA(s) the project will serve;

(2) Identify relevant factors used in determining such gaps, such as data on availability of school resources, staffing patterns, school climate, and educator support; and

(3) Describe how the strategies proposed for closing the identified gaps are aligned to and are consistent with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, approved by the Department in 2015.

General:

(1) Overall Comments: One of the most significant gaps in student access to an effective teacher exist in hiring, retaining and training teachers to become culturally diverse and effective educators. The applicant addresses this priority utilizing the HCMS to improve equitable access to effective educators. The Equity Pipeline is a direct response to Competitive Preference Priority 1 as LEAs are using the HCMS preparation component to improve equitable access to effective teachers by focusing on the most significant gap of educator preparation and the Equity Pipeline (pp. e22-23).

Strengths: The project focus includes implementing the Educator Effectiveness Process (EEP) to provide an effective teacher evaluation plan with ongoing professional development. The applicant will continue supporting all LEAs with an updated and improved PBCS to provide compensation to effective educators. The applicant will focus on expanding the EEP project to enhance Human Capital Management System (HCMS) by creating an Equity Pipeline for Effective Teacher Preparation. The EEP will be implemented in all LEAs, using teacher evaluation data to align with the educators' needs and the State's Equity Plan for teacher effectiveness. This support will include induction, professional development for

new teachers, coaching for all teachers and principals, and mentoring for teachers. This level and type of evaluation system support will ensure that the vision of providing equitable access to effective educators is achieved for all students.

Weaknesses: No weaknesses

(2) Overall Comments: The applicant identifies relevant factors used in determining such gaps, including data on staffing patterns of the targeted LEAs which serve a high-need, diverse student population. The applicant describes how recruiting, hiring and retaining effective teachers will produce a positive school climate, which is dependent upon effective teachers developing cultural competence and tolerance for every student. This project will implement strategies to ensure every student equitable access to a culturally competent and effective educator.

Strengths: The current HCMS indicates a gap in equitable access to hiring and retaining culturally diverse and effective teachers. The LEAs recognized that this gap existed when they began recruiting and hiring effective educators for their individual campuses. Educator support is indicated by the Educator Equitable Access Survey which shows that 96.6% of respondents agreed that students should walk into the classroom and have a highly effective teacher on the first day of school (pp e287-288). The Equity Pipeline is a direct response to Competitive Preference Priority because LEAs are using the HCMS preparation component to improve equitable access to effective teachers by focusing on the most significant gap of educator preparation.

Weaknesses: No weaknesses

(3) Overall Comments: The applicant describes how the strategies proposed for closing the identified gaps are aligned to and are consistent with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, approved by the Department in 2015. The District Equity Specialist will assist districts with aligning all processes and procedures with the State Equity Plans.

Strengths: The applicant describes how all activities are aligned the State Plan to Ensure Equitable Access to Excellent Educators; including plans for hiring teachers, deployment of teachers in high needs schools, the retention of teachers, and providing support for teachers are data driven, which is essential to the successful implementation of Performance Based Compensation System (PBCS). The HCMS uses incentive payments which will be based upon data for teachers, principals and superintendents.

Weaknesses: No Weaknesses

Reader's Score: 10

Competitive Preference Priority #2 - Diverse and Effective Workforce

- 1. Projects that are designed to attract, support, and retain a diverse and effective workforce, including effective teachers, School Leaders, or both, from historically underrepresented populations. At minimum, applicants must provide:**

A description detailing their commitment to creating and maintaining a diverse workforce.

General:

Overall Comments:

The applicant describes how the Equity Pipeline marketing and recruitment efforts will focus on ways of attracting diverse applicants to increase diversity in all high-need schools. In addition to culturally-relevant training, each LEA has committed to creating and maintaining a diverse workforce. Relationships with teacher preparation entities that produce a diverse and effective workforce will be strengthened. (pp. e22-23)

Strengths (if applicable):

The applicant describes its commitment to creating and maintaining a diverse workforce by attracting, supporting, and retaining a diverse and effective workforce-.All LEAs have made a commitment through the signing of the Memorandum of Understanding (MOU) to uphold the TSL Competitive Priorities to meet the shared vision of ensuring equitable access for all students to effective educators. Part of ensuring equitable access for students is having a teacher who reflects the target population and their culture or having educators who are culturally competent and can therefore offer a diverse learning experience.

Weaknesses (if applicable):

No weaknesses

- (1) Their plan for attracting, supporting, and retaining diverse Educators.

Overall Comments:

The applicant well describes their plan for attracting, supporting, and retaining diverse Educators. The applicant will utilize aggressive marketing; provided focused professional development; and provide ongoing support to endure that effective educators are deployed and retained in high needs schools. The LEA Equity Director will work with internal departments and schools and external consultants to ensure that diverse educators successfully navigate the Equity Pipeline.

Strengths (if applicable):

To address the gap of students having equitable access to effective educators, the LEAs, in partnership with the nonprofit partner Youth Empowerment Services, Inc., has designed the Equity Pipeline for Effective Teacher Preparation. Part of the process of creating the multiple pipeline options for educator preparation is attracting new teachers from all walks of life. The pipeline options include not only an option for current, certified teachers, but also other degreed individuals who may have worked in other industries and can bring into the classroom a diverse perspective. Maverick Education and Insight Education Group will be contracted to run a brand marketing campaign that has the attainable goal of recruiting at least 100 applicants per year. An online equity system, managed by Maverick Education, will be used to track, conduct an initial screening, and interview potential candidates for the preparation programs (p. e283). This will ensure that applicants can be chosen based on potential effectiveness and diversity of culture and experience. Special consideration will be taken with applicants who come from historically underrepresented populations. To retain those effective and diverse teachers, high levels of support will be provided to help the new teachers navigate through some of the obstacles that are faced daily. This support can come from the New Teacher Mentor as part of the induction program, the LEA Equity Director, the Teacher Leaders or any members of the Leadership Team. With guidance, the new teachers will be able to avoid common pitfalls that can be attributed to effective teachers leaving the education profession. In addition to extensive support, LEAs will be offering a base pay equalization and participation in the PBCS to retain effective and diverse educators. In conclusion, it is through the Equity Pipeline for Effective Teacher Preparation that diverse and effective educators from historically underrepresented populations will be attracted, supported and retained in each of the LEAs (pp. e186-187).

Weaknesses (if applicable):

No weaknesses

Reader's Score: 5

Status: Submitted
Last Updated: 07/13/2017 01:00 PM

Status: Submitted

Last Updated: 07/13/2017 12:39 PM

Technical Review

Applicant: YOUTH EMPOWERMENT SERVICES INC (U374A170095)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Evidence of Support		
1. Evidence of Support	30	30
Need for Project		
1. Need for Project	25	22
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	20
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	19
Adequacy of Resources		
1. Adequacy of Resources	5	3
Priority Questions		
Competitive Preference Priority #1		
Improve Equitable Access to Effective Educators		
1. CPP 1	10	8
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	4
Total	115	106

Technical Review Form

Panel #3 - TSL - 3: 84.374A

Reader #2: *****

Applicant: YOUTH EMPOWERMENT SERVICES INC (U374A170095)

Questions

Selection Criteria - Evidence of Support

1. In determining evidence of support of the proposed project, the Secretary considers the following factors:

Reader's Score: 30

Sub Question

1. (1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

General:

Overall Comments:

The applicant, Youth Empowerment Services, Inc. (YES, Inc.) has designed the project Equity Pipeline for Educator Preparation to improve teaching and learning and support rigorous academic standards for students. (Page e18)

Strengths (if applicable):

Several of the project activities are clearly research-based. For example, the on-site professional development, face-to-face professional learning communities and job-embedded coaching are supported by research by Myers et. al. 2016. (Page e29) Also the induction of new teachers and mentoring that are part of the proposed project are supported by several research studies. (Page e29) These efforts indicate a strong support of evidence for several of the components of the proposed project.

Weaknesses (if applicable):

None

Reader's Score:

2. (2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of the project services.

General:

Overall Comments:

All of the four targeted LEA's have provided support of the proposed program and have issued Memorandums of Understanding to confirm that support. (Page e18)

Strengths (if applicable):

The Memorandums of Understanding (MOU) from each LEA clearly indicate the role that is to be supported by each of those entities. For example, the LEA will provide the Educator Effectiveness Process (EEP) that includes observations and evaluations for teachers, principals and superintendents. The MOU also indicates the level of support that will be expected of the LEA as to the performance Based Compensation Systems, the Human Capital Management Systems and professional development components. These efforts of support will maximize the effectiveness of the project services to the LEA and from the YES, Inc. (Pages e217-e220)

Sub Question

The applicant indicates by the letters of support a commitment from external partnerships such as the Relay Graduate School of Education who will work with YES, Inc. to provide a Master's in Teaching program and recruitment and training of aspiring teachers. (Page e253)

Vendor partners are included in the applicant's budget narrative. The Maverick Education and Insight Education Group will be contracted to assist in running a marketing campaign to increase the pool of applicants. This is an effective use of partnering to achieve the goals of the proposed project. (Page e186)

Weaknesses (if applicable):

None

Reader's Score:

3. **(3) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using community, State, and Federal resources.**

General:

Overall Comments:

The applicant uses a matrix to reflect the currently funded programs that are and were supported by Teacher Incentive Funds5 (TIF5) and the changes and enhancements that will occur in the proposed project. (Page e20)

Strengths (if applicable):

The applicant clearly outlines the services for each of the four targeted LEA's that are funded and supported by TIF5 which will continue under this proposed project. Those include the evaluation system, the supports of the evaluation system, and the Performance Based Compensation System. These efforts will assure success of newly hired staff as they continue to work within the LEA's. (Pages e20 and e24)

Weaknesses (if applicable):

None

Reader's Score:

Selection Criteria - Need for Project

1. **In determining the need for the proposed project, the Secretary considers the following factors:**

Reader's Score: 22

Sub Question

1. **(1) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**

General:

Overall Comments:

The targeted campus educators believe that the comprehensive evaluation system, EEP, has improved teaching and learning within their schools. According to those leaders, continuation of that system through this proposed project is critical. (page e26)

The existing needs of the targeted schools include a lower than average teacher salary and higher poverty levels.

Sub Question

(Page e25)

Strengths (if applicable):

The proposed project focus is on hiring effective teachers who are ready for students on the first day of school. This was identified as a need by a survey and input from the targeted campus educators. The proposed project includes a provision to establish a significant base increase to help equalize teacher salaries. These efforts clearly support the needs of students at risk of educational failure. (Page e27-e28)

The application includes the responses to an Educator Equitable Access Survey. This survey highlights the needs of the district to include improvement in recruitment, effectiveness and retention of teachers. (Page e287-e268) The proposed project includes specific elements for recruitment including budgeted funds for marketing and recruitment. (Page e282) The proposed project includes interventions that address effectiveness through the continued use of the Educator Effectiveness Process (EEP) which includes evaluation and support for performance based upon demonstrated improvement in student academic achievement. (Page e19) Retention will be addressed through the base salary increase and additional professional development supports. (Page e 45) This approach clearly links needs and services.

Weaknesses (if applicable):

None

Reader's Score:

2. (2) **The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

General:

Overall Comments:

The applicant includes a logic model that addresses three specific outcomes that link to the needs identified.

Strengths (if applicable):

The applicant defines two outcomes that address the identified needs based on a survey that was completed. Those outcomes include the increase in number of effective educators and an increase in number of educators qualifying for PBCS pay. (Page e199 Logic Model) These two outcomes clearly link to the needs of having an effective teacher in each classroom on day one of the school year.

Weaknesses (if applicable):

The applicant includes a third outcome, "Increase in number of educators moving into Human Capital Management System (HCMS)". This outcome is not clearly linked to specific gaps or weakness. This outcome is not specifically defined in the proposed project; therefore, it is difficult to determine what the applicant means by "moving into HCMS". (Page e199 Logic Model)

Reader's Score:

Selection Criterion - Quality of the Project Design

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

Sub Question

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

General:

Overall Comments:

The proposed project includes the existing Performance Based Compensation System and the expansion into ten components of the Human Capital Management Systems with a focus on teacher preparation and induction. (Page e28)

Strengths (if applicable):

The applicant indicates that district research-based redesign of the HCMS will include putting more effective teachers, teacher leaders and principals into the high-needs schools. This will improve student achievement. (Page e88)

The proposed program includes the EEP Evaluation system with supports for teachers, principals and superintendents. These evaluation systems are well developed and include effective observations and reinforcing feedback activities. The proposed project will be a continuation of successful practices for the district with a focus on the targeted schools. (Pages e89-93)

Weaknesses (if applicable):

None

Reader's Score:

2. (2) 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.

General:

Overall Comments:

The proposed project includes the existing PBCS and the expansion of the components of the HCMS with a focus on teacher preparation and induction. (Page e28)

Strengths (if applicable):

The enhancement of the HCMS will address preparation, recruitment, hiring, placement, professional development, promotion, retention, dismissal, compensation and tenure. Each of these elements is addressed in the project design. For example, the preparation component which a major focus of the design includes three well planned activities which give educators choice and selection. The three include EQ1 which is the teacher preparation program, EQ2 which is an alternative certification path, EQ3 which is an Equity Residency Program and EQ4 which is a Content-Area Master Teacher Program. (Pages e38-e46) This is a comprehensive approach to addressing the HCMS issues for the targeted schools.

The proposed project also addresses job-embedded professional development that is part of the evaluation system. Those include the Leadership Team Meetings that have outcome-based agendas that focus on specific campus needs. This type of professional development will assure that teacher's needs are being effectively met. (Page e94)

The proposed project also addresses the induction of new teaching and leadership staff. The program has components of best practice including a focus on teacher learning and evaluation, mentoring, structured

Sub Question

observations and professional support and networking. These efforts will successfully address the needs of the target population. (Page e29 and e92)

Weaknesses (if applicable):
None

Reader's Score:

3. (3) The extent to which the grant activities will be evaluated, monitored, and reported to the public.

General:

Overall Comments:

The applicant indicates that a contract will be issued for an external evaluator for this project. (Page e281)

Strengths (if applicable):

The applicant indicates that the external program evaluation services will determine the extent to which program goals and objectives are met, investigate implementation barriers and guide real-time adjustments and communicate and disseminate findings to local stake holders. (Page e48) These goals are appropriate for the evaluation for the proposed project.

The evaluation design for this project has a focus on four types of evaluation, including Descriptive Evaluation, Formative Evaluation, Quarterly Feedback and Summative Evaluation of Outcomes and Effects. Both Quantitative and Qualitative Data will be collected. This comprehensive evaluation plan will provide updated data and information that is analyzed and will effectively cause changes and improvements throughout the proposed project and after its completion. (Pages e105-106)

Weaknesses (if applicable):
None

Reader's Score:

Selection Criteria - Quality of the Management Plan

1. In determining the quality of the management plan for the proposed project, the Secretary considers:

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.

General:

Overall Comments:

The staff roles and responsibilities are defined by the applicant. The timelines are outlined for the proposed project. The Full Time Equivalency for the key staff members includes 25% for the Executive Project Director, 150% for the HCMS Regional Directors. (Page e50)

Strengths (if applicable):

The applicant identifies three key staff members including the executive project director, the regional coordinator and the executive expert teacher leader. (Page e50) The application includes clearly developed job descriptions for each of the key staff members that will assist in addressing the major milestones of the proposed project. These positions coupled with the other supporting positions are adequate to address the project tasks. (Pages e161-e164)

The applicant includes detailed outlines of the milestones and timelines for accomplishing project tasks. For example, in July of 2017 Campus Leaders will interview and select effective teachers as teacher leaders. This type of identification will assure that the project tasks are achieved on time and within budget. (Page e52)

The Major Activities Timeline is very complete and will provide a clear matrix for the completion of the project on time and within budget. For example, Successful candidates will begin their first week of EEP Teacher Preparation Program in November of 2017. (Pages e 176- e180)

Weaknesses (if applicable):

The "executive expert teacher leader" is defined as a key leader in this program; however, there is not data regarding the time commitment of that position. Therefore it is difficult to determine how successful that position will be in addressing the items listed in that job description. (Page e164)

Reader's Score: 19

Selection Criteria - Adequacy of Resources

1. The Secretary considers the adequacy of resources for the proposed project based on the following factors:

Reader's Score: 3

Sub Question

1. (1) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

General:

Overall Comments:

All the LEA's in the targeted schools have indicated that they will meet the TSL matching requirement. The budget narrative includes both the TSL funds and the matching funds. (Page e55)

Strengths (if applicable):

The application includes assigning a staff person that is tasked with coordinating all the sustainability efforts. This determination will help to support the project after the federal funding has ended. (Page e55).

The 50% matching funds by the LEA's will provide adequate support during the project as well as continued support after the federal funding is completed. (Page e55)

Weaknesses (if applicable):

The applicant does not clearly define the in-kind funds that will be sustainable for the future of the project.

It is not clear how the PBCS will be supported after the completion of this federal funding. It has been established that the evaluation tools and the PBCS will need continued financial support of this project. Those efforts had begun under the TIF5 grant. It remains unclear if the PBCS can be sustained after the completion of this project as well.

Reader's Score:

Sub Question

2 (2) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency of organization at the end of the Federal funding.

General:

Overall Comments:

The support for the continuation of the program's activities is confirmed by the LEA's through the MOU's. A HCMS advisory board and committee that are established by the proposed project will assist in providing sustainability in that area. (Page e55)

Strengths (if applicable):

The applicant has provided Memorandum of Understanding from each of the participating LEA's. In that MOU the partners have indicated that they will continue to incorporate the Educator Effectiveness Processes into their comprehensive school improvement practices. These efforts will ensure that those activities will continue. (Page e55 and MOU)

Weaknesses (if applicable):

The application does not clearly address how all ten of the HCMS components will continue after the federal funds have ended.

Reader's Score:

Priority Questions

Competitive Preference Priority #1 - Improve Equitable Access to Effective Educators

1. Projects that are designed to address the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both teachers and School Leaders, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA or LEAs the project will serve. At a minimum, applicants must:

(1) Identify the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA(s) the project will serve;

(2) Identify relevant factors used in determining such gaps, such as data on availability of school resources, staffing patterns, school climate, and educator support; and

(3) Describe how the strategies proposed for closing the identified gaps are aligned to and are consistent with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, approved by the Department in 2015.

General:

(1) Identify the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA(s) the project will serve;

Overall Comments:

The proposed project is designed to address the gaps in student access to effective teachers and school leaders in high-need schools. (Page e183)

Strengths (if applicable):

The proposed project addresses this priority by continuing and expanding the PBCS and HCMS to all campuses identified as high-need. This partnership between the YES, Inc. and the LEA's will provide for more student access to effective teachers. This will occur through more effective teacher preparation and better retention of effective teaching staff members. (Page e183-e184)

Weaknesses (if applicable):

None

(2) Identify relevant factors used in determining such gaps, such as data on availability of school resources, staffing patterns, school climate, and educator support; and

Overall Comments:

The survey administered and analyzed has provided information for determining the gaps.

Strengths (if applicable):

The equity survey had over 1000 responses and identified clearly several relevant factors in determining the gaps that were addressed by the proposed project. Those include the need for an effective teacher in every classroom on the first day of school. That issue is specifically addressed by the proposed projects improvement in the 10 elements of the HCMS. (Page e 185 and e101)

Weaknesses (if applicable):

The one survey may not be sufficient to identify all the needs. Additional resources for establishing needs would have provided for more and/or expanded needs.

(3) Describe how the strategies proposed for closing the identified gaps are aligned to and are consistent with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, approved by the Department in 2015.

Overall Comments:

The applicant indicates that the activities in the proposed project are aligned to the Texas State Plan to Ensure Equitable Access to Excellent Educators. (Page e29)

Strengths (if applicable):

The applicant indicates that the Texas State Plan to Ensure Equitable access to Excellent Educators is integrated into the Educator Effectiveness Process (EEP). (Page e151) This integration also includes the fact that each LEA has developed an equity plan that is based on the state's plan to hire, train and retain culturally diverse and effective educators. (Page e185 and MOU's) These efforts will clearly assist in closing the identified gaps.

Weaknesses (if applicable):

None

Reader's Score: 8

Competitive Preference Priority #2 - Diverse and Effective Workforce

- 1. Projects that are designed to attract, support, and retain a diverse and effective workforce, including effective teachers, School Leaders, or both, from historically underrepresented populations. At minimum, applicants must provide:**

A description detailing their commitment to creating and maintaining a diverse workforce.

General:

- (1) A description detailing their commitment to creating and maintaining a diverse workforce.

Overall Comments:

The LEA's served by the proposed project have made a commitment to uphold the priority to attract, support and retain a diverse and effective workforce. (Page e186)

Strengths (if applicable):

The applicant details the commitment of creating and maintaining a diverse workforce by including those specifics in the MOU that establishes clearly the commitment of the LEA's to that effort. The proposed project also includes an LEA Equity Director that will offer support for the diverse work force. These efforts indicate a strong commitment by the LEA's involved.

Weaknesses (if applicable):

None

- (2) Their plan for attracting, supporting, and retaining diverse Educators.

Overall Comments:

The applicant includes a plan for attracting, supporting and retaining diverse educators.

Strengths (if applicable):

The proposed project includes the use of a well-designed Equity Pipeline for Effective Teacher Preparation. This project includes enhancement of recruiting and hiring practices that tap the services of two vendors that will assist in exposure to more potential candidates. The continued efforts to retain effective and diverse teachers will include high levels of support including New Teacher Mentoring and Induction. (Page e 186)

Weaknesses (if applicable):

The plan does not include what "special considerations" will be taken with applicants who come from historically underrepresented populations; therefore it is not clear if these considerations will be effective in increasing those populations into the workforce. (Page e186)

Reader's Score: 4

Status: Submitted
Last Updated: 07/13/2017 12:39 PM

Status: Submitted

Last Updated: 07/13/2017 01:08 PM

Technical Review

Applicant: YOUTH EMPOWERMENT SERVICES INC (U374A170095)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Evidence of Support		
1. Evidence of Support	30	30
Need for Project		
1. Need for Project	25	25
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	20
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	5	5
Priority Questions		
Competitive Preference Priority #1		
Improve Equitable Access to Effective Educators		
1. CPP 1	10	10
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	5
Total	115	115

Technical Review Form

Panel #3 - TSL - 3: 84.374A

Reader #3: *****

Applicant: YOUTH EMPOWERMENT SERVICES INC (U374A170095)

Questions

Selection Criteria - Evidence of Support

1. In determining evidence of support of the proposed project, the Secretary considers the following factors:

Reader's Score: 30

Sub Question

1. (1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

General:

Overall Comments:

The applicant's proposed project has a comprehensive plan to improve teaching and learning and support rigorous academic standards for students with all of the four (4) targeted LEAs representing the 16-individual campuses have provided the strongest evidence of support with their signed Memorandum of Understanding (MOU) (See Appendix E) that describes in detail their agreement with 100% of the requirements for the Teacher and School Leader (TSL) Absolute Priorities, Competitive Priorities, Cost Requirements and comprehensive efforts to meet the LEA's commitment to a shared vision of equitable access for all students to effective educators. (p. e18)

Strengths (if applicable):

The applicant's proposed project has a comprehensive plan and partnership with Youth Empowerment Services, Inc. (YES, Inc.), the nonprofit partner, in collaboration and partnership with four (4) targeted LEAs with 16 high-need schools. The applicant, has designed the Equity Pipeline for Educator Preparation TSL project as a significant component of each LEA's comprehensive efforts to 1) improve teaching and learning, and 2) support rigorous academic standards for all students especially special education and ELL students with the continued implementation of the TIF5 funded project, Educator Effectiveness Process (EEP). The Equity Pipeline for Educator Preparation is a significant improvement to the current Human Capital Management System (HCMS) being implemented in the targeted LEAs and is designed to ensure that students have equitable access to effective teachers on the first day of the school year.(p. e18)

Weaknesses (if applicable):

No weaknesses noted.

Reader's Score:

2. (2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of the project services.

Sub Question

General:

Overall Comments:

The applicant's proposed project shows an intense and appropriate collaboration with partners to maximize the effectiveness of the project services. Agreements with all of the four (4) targeted LEAs representing the 16- individual campuses have provided the strongest evidence of support with their signed Memorandum of Understanding (MOU) (See Appendix E) that describes in detail their agreement with 100% of the requirements for the Teacher and School Leader (TSL) Absolute Priorities, Competitive Priorities, Cost Requirements and comprehensive efforts to meet the LEA's commitment to a shared vision of equitable access for all students to effective educators. (p. e18)

Strengths (if applicable):

The applicant's proposal addressed the extent to which services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of the project services as noted by the buy-in documents and letters of support in the attachments (II.A.3, Appendix E) that demonstrate the high level of collaboration needed to ensure that the project's services are maximized.(p. e.23)

Weaknesses (if applicable):

No weaknesses noted.

Reader's Score:

3. **(3) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using community, State, and Federal resources.**

General:

Overall Comments:

The applicant's proposal will integrate with or build on similar or related efforts to improve relevant outcomes, using existing funding streams from other programs or policies. As evidenced by the integration of the Equity Pipeline for Educator Preparation, this approach is critical to the ability to fill the most persistent gaps experienced by the LEAs. Aligning the Equity Pipeline with the already existing Educator Effectiveness Process (EEP) will ensure the highest level of expectation for closing the educator preparation gap.(p. e23-24)

Strengths (if applicable):

The applicant's proposal will build on the already existing program of the Educator Effectiveness Process and fill in gaps experienced by the LEA's. For example, the Educator Effectiveness Process (EEP) teacher and school leader evaluation systems have been chosen by each of the targeted LEAs for being fair, rigorous, valid, reliable, and objective. The Equity Pipeline will be a valuable addition to the comprehensive HCMS components currently implemented with TIF5 funds. (p. e23-24)

Weaknesses (if applicable):

No weaknesses noted.

Reader's Score:

Selection Criteria - Need for Project

1. In determining the need for the proposed project, the Secretary considers the following factors:

Reader's Score: 25

Sub Question

1. (1) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

General:

Overall Comments:

The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure is evidenced by the Equity Pipeline includings four (4) San Antonio-based charter LEAs representing 16 high-need, high-poverty, and persistently low-achieving campuses. They have made progress while implementing TIF projects since 2010 in the San Antonio and Corpus Christi areas of Texas. The most significantly high-need schools in San Antonio as identified by the Texas Education Agency's (TEA) list of Title I priority school are participating in the TIF5 project. Of the forty (40) San Antonio-area schools identified as Title I priority schools, 22.5% are represented by the sixteen campuses. Thus, nine (9) of the sixteen (16) high-need schools identified for this project represent the lowest performing schools in San Antonio. All 16 campuses meet the TSL6 high need documentation criteria. (p. e.25)

Strengths (if applicable):

The extent to which the proposed project will provide services or otherwise address the needs of student is evidenced. Each high-need school is ready to embrace the use of other high-stakes measures using a strategic HCMS aligned to core competencies of effective educators. Each high-need LEA leader has confirmed through surveys, questionnaires, and discussions that the recruitment of effective teachers is extremely difficult especially in the areas of math and science. The recruitment and retention of effective teachers by the LEAs is more difficult because of the options for teachers seeking employment. Surrounding districts offer incentives to teachers in hard-to-staff areas. The targeted LEA salaries are usually between \$5,000 and \$18,000 lower than the base salaries at the competing districts. (p. e. 26-27) By providing differentiated pay and added training for teachers for the target population the applicant addresses the educational needs of the students at risk of educational failure.

Weaknesses (if applicable):

No weaknesses noted.

Reader's Score:

2. (2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

General:

Overall Comments:

The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses are demonstrated in the applicant's proposed project by, is evidenced by each high-need LEA leader confirming through surveys, questionnaires, and discussions that the recruitment of effective teachers is extremely difficult especially in the areas of math and science. The recruitment and retention of effective teachers by the LEAs is more difficult because of the options for teachers seeking employment.(p. e 27)

Strengths (if applicable):

The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified

Sub Question

and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses is demonstrated in the applicant's proposed project by the LEAs that were implementing the TIF5 requirements. They discovered a tremendous gap existed when recruiting and hiring effective educators. There was no pipeline of available effective educators for the local charter schools. An Educator Equitable Access survey administered to measure need revealed that 96.6% of the respondents indicated their agreement that students should walk into the classroom and have a highly effective teacher on the first day of school. (p. e19) For example, the LEAs few resources to successfully market, recruit, and train teachers prior to hiring due in large part to the huge disparity in the San Antonio educational market where the supply of teachers far outweighs the demand. Available teachers want to work in the wealthiest of San Antonio's 16 independent school districts where salaries are higher by almost 30% (see Project Need). Access to effective educators is the highest priority for the targeted LEAs. This strategy will address the needs of the LEA to provide teachers to in the high need schools. (e19)

Weaknesses (if applicable):

No weaknesses noted.

Reader's Score:

Selection Criterion - Quality of the Project Design

1. In determining the quality of the design of the proposed project, the Secretary will consider the following factors:

Reader's Score: 20

Sub Question

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

General:

Overall Comments:

The extent to which the proposed project demonstrates a rationale, as evidenced by the identification of several evidence-based activities to support the needs identified in their schools, specifically in the areas of the comprehensive evaluation system with supports (observation and feedback, professional learning communities, induction of new teachers, mentoring), performance-based compensation systems (value-added compensation and observations), and human capital management systems (equitable access to quality teachers, residency programs, recruiting and retaining teachers, and cultural competence).(p.e28-29)

Strengths (if applicable):

The extent to which the proposed project demonstrates a rationale, is evidenced by "These high-needs charter schools have identified several evidence-based activities to support the needs identified in their schools, specifically in the areas of the comprehensive evaluation system with supports (observation and feedback, professional learning communities, induction of new teachers, mentoring), performance-based compensation systems (value-added compensation and observations), and human capital management systems (equitable access to quality teachers, residency programs, recruiting and retaining teachers, and cultural competence). While the comprehensive evaluation system with supports and PBCS will be updated to incorporate evidence-based activities, the grant focus is on the activities for the HCMS – ensuring equitable access to quality teachers at all campuses for all students." (e29)

Sub Question

Weaknesses (if applicable):
No weaknesses noted.

Reader's Score:

2. (2) 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.

General:

Overall Comments:

The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population project or other identified needs is evidenced by : the Overall All HCMS Preparation Goal: 100% of the student high-need classrooms will be staffed by an effective educator with the assistance of the Equity Pipeline program that will ensure that all LEAs have access to effective educators to hire, place and induct into their school culture ensuring that each student has equitable access to effective educators. (e38)

Strengths (if applicable):

The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population project or other identified needs is evidenced by: Each targeted school will identify an equity coordinator and each LEA will identify a director of equity in education, charged with ensuring that equitable access systems are aligned throughout all ten of the HCMS components outlined in the TSL: preparation, recruitment, hiring, placement, retention, professional development, tenure, dismissal, compensation (differentiated), and promotion. (p. e. 38-39)The project design will sufficiently address the needs of the target population.

Weaknesses (if applicable):
No weaknesses noted.

Reader's Score:

3. (3) The extent to which the grant activities will be evaluated, monitored, and reported to the public.

General:

Overall Comments:

The applicant's proposed project will evaluate, monitor and report grant activities to the public has been detailed in the proposal as evidenced by, the comprehensive project design, which includes an evaluation system with supports (EEP), a PBCS, and an HCMS, that will be adopted and enhanced by the LEAs in order to ensure equitable access to effective educators for 100% of the targeted LEAs. The grant results will be communicated and findings disseminated to local stakeholders and the public at a minimum of once annually. (p.e.48)

Strengths (if applicable):

The applicant's proposed project will evaluate, monitor and report grant activities to the public has been detailed in the proposal as evidenced by, the external program evaluation services designed specifically to (a) determine and report the extent to which program goals and objectives are met; (b) investigate implementation barriers and facilitators in order to guide real-time adjustments; (c) understand and improve program implementation and impact on teacher, principal, school, and district performance; (d) communicate and disseminate findings to local stakeholders and the public at a minimum of annually; and (e) contribute to research, knowledge, practice, and policy at the state and national levels.(p. e48)

Sub Question

Weaknesses (if applicable):
No weaknesses noted.

Reader's Score:

Selection Criteria - Quality of the Management Plan

1. In determining the quality of the management plan for the proposed project, the Secretary considers:

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.

General:

Overall Comments:

The adequacy of the management plan is evidenced by a comprehensive and more than adequate plan for ensuring the objectives of the TSL project goal are met. The plan includes clearly defined responsibilities, timelines, and milestones for accomplishing the objectives on time and within budget.(p. e 49)

Strengths (if applicable):

The management plan is comprehensive and adequate. This is evidenced by comprehensive timelines of each year of the proposed project. For example, Induction/HCMS Milestone: To ensure each teacher hired is an effective educator, by the end of year one, an induction program will be developed that introduces new teachers to the school culture. At the start of year two, all new educators hired will be in the induction program.

Weaknesses (if applicable):
No weaknesses noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. The Secretary considers the adequacy of resources for the proposed project based on the following factors:

Reader's Score: 5

Sub Question

1. (1) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

General:

Overall Comments:

The potential for continued support of the project for the proposed project after Federal funding ends, is evidenced by all LEAs have signed assurances attesting their intent and ability to meet the TSL matching requirement. (e54)

Strengths (if applicable):

Sub Question

The potential for continued support of the project for the proposed project after Federal funding ends, is evidenced by the 50% in-kind/non-TIF contribution from the LEAs is a strong commitment to this TSL project during, and after the grant period. (p. e54). The continued support of the TSL project after the federal funding ends will be a primary focus of the executive project director working together with the superintendents along with the staff person tasked with coordinating all of the sustainability efforts. The sustainability coordinator will assist the LEAs in tapping into their most promising source of funds based on the average daily attendance rate of students, including increasing enrollment and increasing retention rates to generate additional funds. (p. e55)

Weaknesses (if applicable):
No weaknesses noted.

Reader's Score:

2 (2) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency of organization at the end of the Federal funding.

General:

Overall Comments:

The potential for the incorporation of the proposed project purposes, activities, or benefits into an ongoing program of the agency of organization at the end of the Federal funding is evident: For example, the gaps in charter school funding are regularly discussed, and each LEA is fully prepared to close the gap to support the project after federal funding ends. (e 55)

Strengths (if applicable):

The potential for the incorporation of the proposed project purposes, activities, or benefits into an ongoing program of the agency of organization at the end of the Federal funding is demonstrated through making the continued support of the TSL project after the federal funding ends a primary focus of the executive project director working together with the superintendents along with the staff person tasked with coordinating all of the sustainability efforts. The sustainability coordinator will assist the LEAs in tapping into their most promising source of funds based on the average daily attendance rate of students, including increasing enrollment and increasing retention rates to generate additional funds. (p.e55).

Weaknesses (if applicable):

No weaknesses noted.

Reader's Score:

Priority Questions

Competitive Preference Priority #1 - Improve Equitable Access to Effective Educators

1. **Projects that are designed to address the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both teachers and School Leaders, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA or LEAs the project will serve. At a minimum, applicants must:**

(1) Identify the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA(s) the project will serve;

(2) Identify relevant factors used in determining such gaps, such as data on availability of school resources, staffing patterns, school climate, and educator support; and

(3) Describe how the strategies proposed for closing the identified gaps are aligned to and are consistent with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, approved by the Department in 2015.

General:

Overall Comments:

The applicant's proposal identifies the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both, in High- Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both are distributed across the LEA9s) the project will serve. The Equity Pipeline is a direct response to Competitive Preference Priority 1 as LEAs are using the HCMS preparation component to improve equitable access to effective teachers by focusing on the most significant gap of educator preparation. (p. e22)

Strengths (if applicable):

The applicant's proposal identifies the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both, in High- Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both are distributed across the LEA9s) the project will serve. For example, using the HCMS to improve equitable access to effective educators by focusing on EDUCATOR PREPARATION before teachers enter the classroom is one strategy. The participating LEA partners are 1) George Gervin Academy (6 schools), 2) Por Vida (3 schools), 3) Southwest Preparatory Academy (6 schools), and 4) Positive Solutions High School (1 campus). 100% of the 16 schools are identified as high-need schools and will be positively impacted by this TSL opportunity. The planned target population is 250 teachers (Absolute Priority 1) impacting over 2000 students.(e 16)

Weaknesses (if applicable):

No weaknesses noted.

Overall Comments:

Relevant factors used in determining such gaps, such as data on the availability of school resources, staffing patterns, school climate, and educator support are evident. For instance, the Equity Pipeline includes research-based induction strategies to assist effective teachers once they are hired. Ninety-one percent (91.2%) of respondents to the Educator Equitable Access survey agreed new teachers need support with ongoing induction activities such as orientation and mentoring as they acclimate to the overall school and district culture. (e20)

Strengths (if applicable):

Relevant factors used in determining such gaps, such as data on the availability of school resources, staffing patterns, school climate, and educator support are evident. For example, the LEAs serve a high-need, diverse student population, and a positive school climate is dependent upon effective teachers developing cultural competence and tolerance for every student. This project ensures every student equitable access to a culturally competent and effective educator. (e 20)

Weaknesses (if applicable):

No weaknesses noted.

Overall Comments:

The applicant described strategies, in the proposal, for closing the identified gaps that are aligned to and are consistent with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, approved by the Department in 2015.

Strengths (if applicable):

The applicant's proposal demonstrated strategies such as each LEA's having developed an Equity Plan based on the State's Equity Plan to Ensure Equitable Access to Excellent Educator to hire, train and retain culturally diverse and effective educators. The Equity Pipeline is a direct response to Competitive Preference Priority 1 as LEAs are using the

HCMS preparation component to improve equitable access to effective teachers by focusing on the most significant gap of educator preparation (e185)

Weaknesses (if applicable):

No weaknesses noted.

Reader's Score: 10

Competitive Preference Priority #2 - Diverse and Effective Workforce

1. Projects that are designed to attract, support, and retain a diverse and effective workforce, including effective teachers, School Leaders, or both, from historically underrepresented populations. At minimum, applicants must provide:

A description detailing their commitment to creating and maintaining a diverse workforce.

General:

Overall Comments:

A description detailing their commitment to creating and maintaining a diverse workforce is addressed. For example, the Equity Pipeline for Educator Preparation focuses on and aligns with the requirements in Programmatic Requirement 1.E and Programmatic Requirement 1.F. by focusing on systems and processes for a) recruitment, selection, placement and retention of teachers in high-need schools by attracting, hiring and retaining effective educators, b) offering bonuses or higher salaries to effective educators or establishing or strengthening teacher residency programs. (e24)

Strengths (if applicable):

A description detailing their commitment to creating and maintaining a diverse workforce is addressed. For example, Competitive Preference Priority 2 because the Equity Pipeline marketing and recruitment efforts will focus on ways of attracting diverse applicants in order to increase diversity in all high-need schools. In addition to cultural training, each LEA commits to creating and maintaining a diverse workforce. Relationships with teacher preparation entities that produce a diverse and effective workforce will be strengthened. Job recruitment activities by these entities will be attended.(e22-23)

Weaknesses (if applicable):

No weaknesses noted.

Overall Comments:

The applicant's proposed project has a comprehensive plan for attracting, supporting, and retaining diverse Educators.

Strengths (if applicable):

The applicant's proposal has a plan for attracting, supporting and retaining diverse Educators. For example, to address the gap of students having equitable access to effective educators, the LEAs, in partnership with the nonprofit partner Youth Empowerment Services, Inc., has designed the Equity Pipeline for Effective Teacher Preparation. Part of the process of creating the multiple pipeline options for educator preparation is attracting new teachers from all walks of life. (e186)

Weaknesses (if applicable):

No weaknesses noted.

Reader's Score: 5

Status: Submitted

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