

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

Status: Submitted

Last Updated: 07/31/2023 04:42 PM

## Technical Review Coversheet

**Applicant:** Alaska Council of School Administrators (S374A230034)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need	20	20
<b>Quality of Project Design</b>		
1. Project Design	25	25
<b>Quality of the Management Plan</b>		
1. Management Plan	25	25
<b>Adequacy of Resources</b>		
1. Resources	30	30
<b>Sub Total</b>	100	100
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Promoting Equity	5	5
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	5	5
<b>Sub Total</b>	10	10
<b>Total</b>	110	110

# Technical Review Form

Panel #5 - TSL Panel - 5: 84.374A

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

Applicant: Alaska Council of School Administrators (S374A230034)

## Questions

### Selection Criteria - Need for Project

#### 1. Need for Project (20 points)

The Secretary considers the need for the proposed project. In determining evidence of the need for the proposed project, the Secretary considers the following factors:

(i) 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.

(ii) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding streams from other programs or policies supported by community, State, and Federal resources.

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

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

#### Strengths:

Overview: The application provides a clear need for the project. The applicant addresses specific gaps or weaknesses in services, infrastructure, or opportunities that have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. The application demonstrates how the project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding streams and provides a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

i. The application provides an exceptional design illustrating the need for the project with background information for the partnership for 7 different regions in Alaska (e. 15 – e. 17). Applicant discusses the devastating impact due to the pandemic on student learning which is their need for the project (e. 19).

ii. The applicant provides a chart on funding from other entities that includes the Cares Act, Title II, Title I, ESSER, etc. (e. 21).

iii. The application provides a chart of initiatives that illustrates methods on teacher and student learning (e. 22 – e.23). The application provides a comprehensive outline for addressing the needs of educators and students by examining practices and creating new mechanisms to provide support (e. 24).

iv. The application demonstrates how the project will improve outcomes with the numerous initiatives for teacher and student learning (e. 22). The initiatives present social and emotional health for all students, culturally based science, and a documented strategic plan (e. 22).

#### Weaknesses:

i. No weakness noted.

ii. No weaknesses noted.

iii. No weaknesses noted.

iv. No weaknesses noted.

**Reader's Score: 20**

### **Selection Criteria - Quality of Project Design**

#### **1. Quality of the Project Design (25 points)**

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

- (i) The extent to which the proposed project demonstrates a rationale.**
- (ii) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.**
- (iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

#### **Strengths:**

Overview: Overall, the application demonstrated an exceptional design for the project. The application proposed a project that demonstrates a rationale and includes a high-quality review of the relevant literature, a HCMS plan for project implementation, and the use of an appropriate logic model to ensure successful achievement of project objectives. The application provided methods of evaluation that will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

- i. The applicant demonstrates a project that boasts their Raise the Bar initiative that comes from the Secretary of Education (e. 25).
- ii. The application provides a logic model that provides inputs, processes, outputs, and short and mid-term goals for their HCMS improvement. (e. 26). The application provides a review of the literature and is guided by the theory of action (e. 27).
- iii. The application provides three main goals (enhance participation in HCMS, improve teacher and principal evaluation, and increase student achievement in high needs schools) that have measurable objectives (e. 27 – e.28). The application demonstrates evaluations using evidence-based research (e. 29).

#### **Weaknesses:**

- i. No weaknesses noted.
- ii. No weaknesses noted.
- iii. No weaknesses noted.

**Reader's Score: 25**

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

## 1. Quality of the Management Plan (25 points)

The Secretary considers the quality of the management plan for the proposed project.

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

### Strengths:

Overview: Overall, the quality of the management plan is exceptional. The applicant plans 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 clearly defined milestones with effective deliverables (e. 49). The application provides a project chart that clearly defines roles and responsibilities for all project personnel (e. 47 – e. 48). The application has created an effective project management team that meets semi-monthly to manage grants (e. 48). The applicant illustrates all training courses with descriptions, time and effort, with step-by-step details (e. 53). The application has qualified staff to review the project's outcomes (e. 47 – e. 48). The Project Year Plan demonstrates an effective strategy towards improving educator leadership. (e. 52 – e. 53).

### Weaknesses:

No weaknesses noted.

Reader's Score: 25

## Selection Criteria - Adequacy of Resources

### 1. Adequacy of Resources (30 points)

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

- (i) The likelihood that the proposed project will result in system change or improvement.
- (ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.
- (iii) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.

### Strengths:

Overview: Overall, the applicant provides an exceptional project that will result in system change or improvement. The application proposed a project that provides means to build local capacity to provide, improve, or expand services that address the needs of the target population. The applicant demonstrates resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; and evidence of broad support from stakeholders critical to the project's long-term success.

- i. The applicant demonstrates their Project Year plan that will improve leadership for the entire district and all staff members on every level (e. 52- e.53). The applicant proposes visible learning professional development workshops to build staff members' leadership (e. 53).
- ii. The applicant demonstrates tools to build local capacity that will improve the entire district as a whole by providing a

comprehensive HCMS that makes all teachers leaders by refining their evaluations, creating efficient professional learning communities, and making them nationally certified administrators (e. 54 – e.55).

iii. The applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan. For example, the application provides sustainable federal resources that will allow the project to operate beyond the length of the grant (e. 58). The applicant has multiple letters of support and commitment from multiple partners (e. 90 - e 102).

**Weaknesses:**

- i.No weaknesses noted.
- ii. No weaknesses noted.
- iii.No weaknesses noted.

**Reader's Score: 30**

**Priority Questions**

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

**1. Competitive Preference Priority 1:  
Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 5 points).**

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

- a. **In one or more of the following educational settings:**
  - (1) **Elementary school.**
  - (2) **Middle school.**
  - (3) **High school.**
  - (4) **Career and technical education programs.**
- b. **That examines the sources of inequity and inadequacy and implement responses, and that may include one or more of the following:**
  - (1) **Increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers.**
  - (2) **Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.**

**Strengths:**

Overview: The applicant demonstrates a clear plan for the competitive preference priority. The application proposes a project designed to promote educational equity and adequacy in resources for underserved students. The applicant demonstrates a focus for improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.

a. The application promotes equity in an underserved educational setting. The applicant demonstrates a high need for seven rural school districts that serves low-income students (e. 60).

b. The application plans to improve the Human Capital Management Systems (e. 60). Improving the HCMS is the applicant's attempt to hire and retain diverse educators. The applicant addresses inequity and inadequacy by providing high quality professional development for all educators. The applicant also focuses on student achievement in the high needs area (e.60).

**Weaknesses:**

a. No weaknesses noted.

b. No weaknesses noted.

**Reader's Score: 5**

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

**1. Competitive Preference Priority 2:  
Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 5 points).**

**Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.**

**Strengths:**

Overview: Overall, the application provides an exceptional plan to diversify educators serving underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.

The application illustrates a project that is concentrated in high needs schools (e .48). The application documents their efforts to diversify the educational workforce (e. 59 – e. 61). The application HCMS demonstrates the capacity to hire underrepresented educators (e. 60). In addition, the application demonstrates a plan to strengthen student learning (e. 48). The application's documented plan is the NIET Five Steps of Effective Learning for school instructional teams (e. 48). The application provides sufficient timelines for the NIET Five Steps of Effective Learning plan that will promote and support educator diversity.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

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## Technical Review Coversheet

Applicant: Alaska Council of School Administrators (S374A230034)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need	20	20
<b>Quality of Project Design</b>		
1. Project Design	25	23
<b>Quality of the Management Plan</b>		
1. Management Plan	25	25
<b>Adequacy of Resources</b>		
1. Resources	30	30
<b>Sub Total</b>	100	98
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Promoting Equity	5	5
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	5	5
<b>Sub Total</b>	10	10
<b>Total</b>	110	108

# Technical Review Form

Panel #5 - TSL Panel - 5: 84.374A

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

Applicant: Alaska Council of School Administrators (S374A230034)

## Questions

### Selection Criteria - Need for Project

#### 1. Need for Project (20 points)

The Secretary considers the need for the proposed project. In determining evidence of the need for the proposed project, the Secretary considers the following factors:

(i) 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.

(ii) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding streams from other programs or policies supported by community, State, and Federal resources.

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

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

#### Strengths:

Overview: Overall, the applicant's need for the project is exceptional. The application documented specific gaps or weaknesses in services, infrastructure, or opportunities. The application demonstrated 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. The application also provides details to show that the project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students, and addresses the needs of the target population.

1- The applicant identified gaps related to recruitment, teacher professional development and support, teacher evaluations, principal evaluations, and geographical challenges. The applicant provided a table that clearly describes several gaps and weaknesses. The applicant's table also describes the impact and magnitude of their weaknesses. The applicant provided supporting data to demonstrate the nature and magnitude of various self-identified gaps and weaknesses as it relates to their student achievement data. Lastly, the applicant provided a detailed table clearly presenting their identified gaps and aligning them with improvement strategies. (e16-19)

2- The applicant submitted a table that presented the multiple external funded programs that will be used to support the proposed project. The applicant will use multiple local, state and federal funded programs already in existence to support the proposed project efforts. The applicant's narrative clearly described how the various programs will work in concert to produce project goals and outcomes. (e21-24)

3- The applicant's proposed project uses evidence based professional learning to accelerate and sustain teaching practices. The applicant's proposal focuses on teacher and leader development and schoolwide transformation. Teachers and principals receive timely feedback that they can use to improve their performance. The applicant describes using mentoring programs to support and develop both teachers and school leaders. (e24)

4- The applicant's proposal includes a comprehensive project framework table that clearly aligns needs with

proposed strategies. The applicant provided a comprehensive Logic Model. The applicant's narrative asserts that the proposed project seeks to improve and sustain a project designed to meet the needs of schools, educators, students, and families impacted by significant challenges impeding success. (e24-27)

**Weaknesses:**

1. No weaknesses noted
2. No weaknesses noted.
3. No weaknesses noted.
4. No weaknesses noted.

**Reader's Score: 20**

**Selection Criteria - Quality of Project Design**

**1. Quality of the Project Design (25 points)**

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

- (i) The extent to which the proposed project demonstrates a rationale.**
- (ii) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.**
- (iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**Strengths:**

Overview: Overall, the applicant's project design is adequate. The demonstrates a rationale in exceptional ways. The design of the proposed project includes a thorough, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives in adequate ways. The methods of evaluation adequately provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. The applicant's narrative includes multiple researched best practices and evidence from relevant literature that justifies their project design. The applicant provided a comprehensive and detailed evaluation plan that is excellent in its design. However, the application does not clearly include a review of the relevant literature.

1- The applicant provided a justifiable rationale for the proposed project design. For example, the applicant provided a detailed Logic Model that outline project inputs, activities, outputs, short-term outcomes, midterm outcomes and long-term impacts. The applicant's Logic Model is supported by several relevant research best practices and studies. (e26-27)

2- The applicant's narrative includes a detailed implementation plan that is comprehensive. The applicant's implementation plan includes several objectives to achieve project goals. The proposed implementation plan allows for continuous feedback and evaluation of project services and appropriately uses methodological tools to ensure successful achievement of project objectives. (e27-30)

3- The applicant will partner with an external evaluator to implement an evaluation. The proposed evaluation plan includes methodology, process and outcome evaluation, evidence of promise, and objective performance measures. The applicant will utilize formative, summative, and quantitative/qualitative evaluation strategies to ensure the impact of the project strategies and activities. It appears that data collection is based on the proposed goals, outcomes, and

measurable objectives. The applicant provided a table that aligns project performance measures with proposed project goals and objectives.(e40-44)

**Weaknesses:**

- 1- No weaknesses noted.
- 2- The applicant does not clearly provide a review of the relevant literature. For example, the applicant narrative includes a list of multiple research articles in their application. However, a review of the literature is not clearly included in the applicant's narrative. (e27-30)
- 3- No weaknesses noted.

**Reader's Score: 23**

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

**1. Quality of the Management Plan (25 points)**

**The Secretary considers the quality of the management plan for the proposed project.**

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

**Strengths:**

Overview: The applicant's quality of management plan is exceptional. The applicant's proposed management plan demonstrates a high level of ability amongst project staff to ensure the success of a project of this magnitude. The applicant provided a plan to achieve the objectives of the proposed project on time and within budget. The applicant provided a detailed budget table and narrative that is aligned with achieving the proposed project objectives. In addition, the applicant provided a detailed narrative that describes their proposed project timeline, and milestones for accomplishing tasks.

The applicant provided a detailed management plan to achieve the objectives of the proposed project and the plan included defined responsibilities, timelines, and milestones for accomplishing project tasks. The applicant provided a detailed table that demonstrates the tasks that are delegated to each project staff person and the timeline for each project activity. The proposed project will be led by the Project Director. The proposed staff appear to be professionals with the right educational background and experiences to implement a project of this magnitude. The applicant's management plan is detailed and well-developed. The applicant's management plan provides a quality blueprint that can lead to a successful implementation of the proposed project to produce positive outcomes. In addition, the applicant provided a detailed narrative that describes their proposed project timeline, and milestones for accomplishing tasks. (e62-64)

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 25**

**Selection Criteria - Adequacy of Resources**

## 1. Adequacy of Resources (30 points)

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

- (i) The likelihood that the proposed project will result in system change or improvement.
- (ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.
- (iii) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.

### Strengths:

Overview: Overall, the application demonstrates adequacy of resources in exceptional ways. The applicant demonstrated a strong likelihood that the proposed project will result in system change or improvement, and build local capacity to provide, improve, or expand services that address the needs of the target population. The application demonstrates that that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; and evidence of broad support from stakeholders.

1- The applicant's narrative states that if reached, the change that will occur in their school districts will be significant. The implementation of NIET and Corwin Press Visible Learning professional development programs will be used to improve teaching and learning in the district. In addition, the applicant provided a detailed Logic Model. The applicant's Logic Model demonstrates how the proposed project will produce changes and improvements within their schools. The applicant provided multiple research best practices to support their efforts. (e53-54)

2- The applicant provided a plan to build capacity by implementing a dissemination plan. The applicant's dissemination plan will allow the applicant to share products, lessons learned, best practices, implementation guides, outcomes, research, and effective strategies. The applicant's plan is a model for replication in other districts and schools. The applicant's plan is a model for replication in other districts and schools. The applicant's narrative describing the ways which the proposed project will expand services is comprehensive. The applicant provided data to support their claims. (e55-56)

3- The applicant submitted several strategies to sustain the project beyond the grant period. Strategies include a detailed multi-year plan of operation and a collaboration plan with several regional schools and partner resources. The applicant included several letters of support from various local and state stakeholders, and provided a table that presents multiple sustainability strategies aligned to the proposed project goals and objectives. (e57-60)

### Weaknesses:

- 1- No weaknesses noted.
- 2- No weaknesses noted.
- 3- No weaknesses noted.

**Reader's Score: 30**

### Priority Questions

## Competitive Preference Priority - Competitive Preference Priority 1

### 1. Competitive Preference Priority 1:

#### Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 5 points).

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

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

- (1) Elementary school.
- (2) Middle school.
- (3) High school.
- (4) Career and technical education programs.

b. That examines the sources of inequity and inadequacy and implement responses, and that may include one or more of the following:

(1) Increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers.

(2) Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.

#### Strengths:

Overview: The applicant provided exceptional evidence that demonstrates their proposed project meets the criteria for this competitive preference priority. The applicant documented the educational setting for the proposed project. The applicant demonstrated that the proposed project outcomes and activities are aligned to promote equity in student access to educational resources and opportunities. The application included a detailed plan that will promote educational equity and adequacy in resources for underserved students.

A- The applicant provided documentation that demonstrates the proposed project will take place in a rural school district across elementary, middle, and high schools. (e59)

B- The applicant clearly provided a plan to increase the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers. For example, the applicant's proposed project includes a plan that implements a Human Capital Management System. This system will increase the learning experiences for all students by providing robust teacher professional development courses for teachers. This system will also be used for new teacher recruitment and retention. The applicant's proposed project includes a detailed plan to recruit, retain fully certified teachers in high needs areas. (e60)

#### Weaknesses:

A. No weaknesses noted.

B. No weaknesses noted.

**Reader's Score: 5**

## Competitive Preference Priority - Competitive Preference Priority 2

### 1. Competitive Preference Priority 2: Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 5 points).

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.

#### Strengths:

Overview: The applicant provided exceptional evidence that demonstrates their proposed project meets the criteria for this competitive preference priority. The applicant demonstrated that the proposed project is designed to increase the proportion of educators that serve underrepresented students. The applicant documented a plan that hires, supports, and retains an effective and diverse teacher workforce.

The applicant's project includes a partnership with the National Institute for Excellence in Teaching and a review of each of the district's recruitment plan. The applicant's proposed project allows for hiring and retention practices that support a diverse workforce. The applicant's proposed project includes activities that promote professional growth leading to career advancement, rewards for performance tied to student learning gains, and opportunities for professional recognition. The applicant's recruitment plan places an emphasis on recruiting and hiring teachers in high-needs areas and in rural educational settings. (e61)

#### Weaknesses:

No weaknesses noted.

**Reader's Score:** 5

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Status: Submitted

Last Updated: 07/28/2023 07:59 PM

## Technical Review Coversheet

**Applicant:** Alaska Council of School Administrators (S374A230034)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need	20	20
<b>Quality of Project Design</b>		
1. Project Design	25	23
<b>Quality of the Management Plan</b>		
1. Management Plan	25	25
<b>Adequacy of Resources</b>		
1. Resources	30	28
<b>Sub Total</b>	100	96
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Promoting Equity	5	5
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	5	5
<b>Sub Total</b>	10	10
<b>Total</b>	110	106

# Technical Review Form

Panel #5 - TSL Panel - 5: 84.374A

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

Applicant: Alaska Council of School Administrators (S374A230034)

## Questions

### Selection Criteria - Need for Project

#### 1. Need for Project (20 points)

The Secretary considers the need for the proposed project. In determining evidence of the need for the proposed project, the Secretary considers the following factors:

- (i) 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.
- (ii) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding streams from other programs or policies supported by community, State, and Federal resources.
- (iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (iv) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

#### Strengths:

The application demonstrates the need for the proposed project in an exceptional way. The application describes how the proposed project will address the gaps and weaknesses, including the strategies and programs that will be provided by the proposed project; how the proposed project will integrate and build on similar efforts; how the proposed project is part of a comprehensive effort to improve teaching and learning; and how the project design will address the needs of students, teachers, and school leaders.

#### Strengths:

(i) The application clearly identifies specific gaps and weaknesses in services, infrastructure, and opportunities that will be addressed by the proposed project. The Bar for Rural Alaskan Educators (RTB AK), will address these gaps and weaknesses by promoting equity in student access to educational resources and opportunities in recruitment, teacher professional development and support, principal professional development and support, teacher evaluation; principal evaluation, teacher performance pay/incentives, principal performance pay/incentives, career advancement, retention; and using the evaluation process to inform tenure and dismissal decisions. (pgs. e14-e20)

(ii) The application effectively demonstrates how the proposed project will integrate with and build on similar or related efforts to improve relevant outcomes using existing funding streams from other programs or policies supported by community, State, and Federal resources. The application demonstrates that the constitution requires the State to fund 100% of education costs, with a base student allocation set with adjustments for local area cost differentials, and the number of special needs and Career and Technical Education students. Organized boroughs and cities can tax to supplement the base student allocation through taxation, and three partners do this. Four of the partners cannot tax because they are not inside a borough or city. The application clearly aligns funding resources (community, State, Federal) to the following project efforts: recruitment, teacher professional development, principal professional development, student achievement, professional learning communities, teacher career ladder, developing/refining evaluations, and retention. (pgs. e20-e22)

(iii) The application effectively demonstrates how the proposed project is part of a comprehensive effort to improve

teaching and learning and support rigorous academic standards for students, building on the foundation for systems change. The application clearly aligns each participating district (Bering Strait, Craig, Kodiak, Kuspuq, Petersburg, Nenana, and Nome) and the State of Alaska to their current initiatives to improve teacher and student learning. The proposed project activities will support and assist districts as they respond to the State's new Literacy mandates, which include required actions, performance targets, and consequences for non-achievement. The project's Instructional Leadership Teams and upgraded Professional Learning Communities will assist districts in meeting State mandates. (pgs. e22-e23)

(iv) The application describes a strong project design that is appropriate to, and will successfully address, the needs of the students, teachers, and school leaders. The proposed project will address the needs of educators and students by requiring teachers and principals to receive timely feedback so that they can improve their performance and support student learning; by providing mentoring that supports and develops student leaders; offering professional development at time and locations that are convenient for staff; and offering research-based student achievement gain content, such as Hattie's Visible Learning, to supplement school efforts to improve student achievement. (pgs. e23-e25)

**Weaknesses:**

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

**Reader's Score: 20**

**Selection Criteria - Quality of Project Design**

**1. Quality of the Project Design (25 points)**

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

- (i) The extent to which the proposed project demonstrates a rationale.**
- (ii) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.**
- (iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**Strengths:**

Overview:

The application demonstrates the quality of the project design in effective ways. Specifically, the proposed project is designed around a consistent rationale and includes a detailed logic model that aligns project activities with intended outcomes. The application describes a review of the literature and a plan for project implementation. Additionally, the application demonstrates that the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. The application describes the methodological tools to ensure successful achievement of project objectives. However, it is difficult to understand how the identified research

informed each of the research-based best practices.

**Strengths:**

(i) The application effectively describes a clear rationale that is informed by research indicating that components are likely to improve relevant outcomes. The application includes a detailed Logic Model and demonstrates a rationale that includes inputs, process/activities, outputs, and outcomes (short-term; mid-term; long-term). The application embraces the Secretary of Education's initiative to Raise the Bar for all educators. The applicant organization is raising the bar on providing the best evidence-based and highest quality professional development for Alaskan educators. The proposed project will advance this initiative with strong partnerships with Corwin Press and the National Institute for Excellence in Teacher (NIET), internationally recognized trainers of educators. The proposed project is expected to raise the academic expectations (bar) for students, and teachers will be supported with the necessary tools through high-quality professional development. The application thoroughly describes the three goals and aligns them to measurable objectives that align with the Teacher and School Leader (TSL) purpose and Government and Results Act (GPRA) Measures. (pgs. e25-e38)

(ii) The application demonstrates that the design of the proposed project includes a review of the relevant literature, with research aligned to the proposed project strategies and activities in the areas of professional development, retention of diverse teachers, and Human Capital Management Systems. The project design begins with methods and activities that address the effectiveness and quality of each Districts' Human Capital Management Systems (HCMS). The application includes a description on how the professional development is focused on the use of research-based best practices that support an increase in student achievement. The application provides research on the following evidence-based interventions: Instructional Leadership Teams (ILTs), Professional Learning Communities, and Visible Learning. The application describes the Plan, Do, Study, Act (PDSA) for District Implementation. The application describes a detailed implementation plan including the following: Component I: HCMS Analysis and Improvement, Component II: HCMS in Action: Visible Learning, and Component III: Additional Activities Supporting an Improved HCMS. (PLCs). The application provides a description of the appropriate methodological tools to ensure successful achievement of project objectives. (pgs. e25-e40; e131-e132)

(iii) The application demonstrates that the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. The evaluation design will include qualitative and quantitative data collection instruments to capture the formative and summative evaluation. The applicant provides a detailed evaluation plan including measurable objectives and GPRA Performance Measures, aligned with the data source, collection timeframe, and how data is analyzed. The applicant identifies the external evaluator and the Project Management Team with a description on how the team will utilize the formative and summative evaluation results for decision-making, shaping the program, providing program improvement, and reviewing measurable objective achievements. The application describes the Continuous Improvement Management (CIM) in which the Project Director and Evaluator will implement to measure the implementation of a Human Capital Management System (HCMS), including Performance-Based Compensation (PBC) through observations, school data, session evaluations, personal interviews, and educator surveys. The plan is designed to provide ongoing feedback to the Project Management Team, District Coordination Teams and Staff to continuously improve the proposed project. (pgs. e39-e44)

**Weaknesses:**

(i) No weaknesses were noted.

(ii) With the research citations provided in the Appendix, it is difficult to understand how the identified research informed each of the research-based best practices. This section of the proposal was not clearly described but references were made to other parts of the proposal. (pgs. e25-e40; e131-e132)

(iii) No weaknesses were noted.

### Selection Criteria - Quality of the Management Plan

#### 1. Quality of the Management Plan (25 points)

The Secretary considers the quality of the management plan for the proposed project.

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

##### Strengths:

###### Overview:

The application demonstrates the quality of the management plan in exceptional ways. The application includes a management plan to achieve the objectives of the proposed project on time and within budget. The application lists each of the project personnel, their title, and their role in the proposed project. The application clearly describes the responsibilities, timelines, and milestones for accomplishing project tasks.

###### Strengths:

The application demonstrates a strong management plan to achieve the measurable objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. The application aligns key milestones to the completion date, and the deliverable. The application lists each of the project personnel, their title, and their role in the proposed project. The application describes the training, experience, time commitments, and responsibilities of the following key personnel: Project Director (100% FTE), Project Coordinator (100% FTE). The resumes for the key project personnel are found in Appendix B. The proposed project will establish a RTB AK Project Management Team (PMT) that manages the project as a whole, and seven RTB AK District Coordination Teams (DCTs) that will work to address the specific needs of individual districts. (pgs. e44-e50; e60-e71)

##### Weaknesses:

No weaknesses were noted.

### Selection Criteria - Adequacy of Resources

#### 1. Adequacy of Resources (30 points)

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

- (i) The likelihood that the proposed project will result in system change or improvement.
- (ii) The extent to which the proposed project is likely to build local capacity to provide,

improve, or expand services that address the needs of the target population.

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

**Strengths:**

Overview:

The application demonstrates the adequacy of resources for the proposed project. The application demonstrates that the proposed project will result in system change or improvement; is likely to build capacity to address the needs of the target population; and demonstrates that it has the resources to operate the project beyond the length of the grant. However, the application does not include a clear multi-year financial and operating model, and accompanying plan.

Strengths:

(i) The application demonstrates how the proposed project will result in system change or improvement. The application describes several factors of the proposed project that will impact system change and improvement. The first is the involvement of international level experts such as NIET and Corwin Press Visible Learning. The second is the looping back to the surveys to answer the needs that surfaced will result in systemic change and improvement. The third is a demonstration that the District Coordination Teams have district and school staff representatives, and their presence will ensure coordination with district short- and long-term goals. Finally, the work project and professional development provided through the proposed project is comprehensive and extensive. The application provides a thorough description of the National Institute for Excellence in Teaching (NIET) aligned to the audience, and to a description of the work product and professional development (performance-based compensation support; evaluation systems and instruments support; ILTs and PLCs to support the delivery of the visible learning content; educator effectiveness preparation and support system (EE PASS); and to the time and effort detail. The application also describes the details on the Corwin Press Visible Learning professional development for the proposed project. (pgs. e50-e54)

(ii) The proposed project is clearly focused on building local capacity to provide, improve, and expand services that address the needs of the target population. The application describes research-based processes and programs that will improve the capacity of the entire district to meet the needs of teachers and students, including a teacher career ladder, micro credentials, nationally-certified superintendents, refined evaluations, Visible Learning trained teachers and administrators, comprehensive HCMS, teacher leaders in all schools, efficient professional learning communities, evaluation systems that connect to professional development, performance-based compensation models, and teacher recruitment and retention strategies. The proposed project will serve 7 remote and rural school districts; 46 schools; 418 regular classroom teachers, 7 superintendents, 62 special education teachers; 42 certificated support staff such as counselors and instructional coaches, and 32 district office educators who support teachers and schools. The number of educators to be trained in strategies relevant to high quality HCMS systems is significant, and it will have a direct impact on a districts' abilities to improve schools and to impact student achievement. (pgs. e54-e57)

(iii) The application clearly demonstrates that it has the resources to operate the project beyond the length of the grant, including the demonstrated commitment of partners. Each district has a strategic planning process that drives both short-term (early) and long-term (multi-year) budgets. Each district and the two consulting partners are committed to providing substantial matching funds (Memorandum of Agreement - MOAs, Match Intent, and Ability) to the grant to promote sustainability of the project through the realignment of district expenditures. The application describes sustainability strategies of the Comprehensive HCMS and the Educator Quality Supports. Each district will work with teachers' unions and school boards to revamp the traditional pay system to include compensation practices that reward improved student performance. The applicant describes the considerable amount of match provided by partners that demonstrates evidence of their support and commitment: \$3,093,120 (school districts' support over three years; \$306,750 (NIET), and \$769,500 Corwin Press). (pgs. e57-e61; e82-e105)

**Weaknesses:**

(i) No weaknesses were noted.

(ii) No weaknesses were noted.

(iii) The multi-year financial and operating model provided, and the accompanying plan are unclear. (pgs. e57-e61; e82-e105)

**Reader's Score: 28**

**Priority Questions**

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

**1. Competitive Preference Priority 1:  
Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 5 points).**

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

**a. In one or more of the following educational settings:**

- (1) Elementary school.**
- (2) Middle school.**
- (3) High school.**
- (4) Career and technical education programs.**

**b. That examines the sources of inequity and inadequacy and implement responses, and that may include one or more of the following:**

- (1) Increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers.**
- (2) Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.**

**Strengths:**

Overview:

The application demonstrates that the proposed project will promote equity in student access to educational resources and opportunities. The application demonstrates that the proposed project will be implemented across elementary schools, middle schools, and high schools in 7 high-need school districts. The application describes how the proposed project will improve the retention of fully certified, experienced, and effective educators in high-need schools.

Strengths:

(a) The application demonstrates that the proposed project will be implemented across the following educational settings: elementary schools, middle schools, and high schools.

(b)(2) The application demonstrates that the proposed project examines the sources of inequity and inadequacy and implements responses, including improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas. The proposed project will address the inequity and inadequacy through the following strategies: efficient delivery of professional development focused on high-quality instruction that reflects research on student learning. The proposed project will pursue a Human Capital Management System that serves students of all

backgrounds, including language, race, economic profile, gender, learning capability, disability, or family history. (pgs. e50-e54; e60-e61)

**Weaknesses:**

(a) No weaknesses were noted.

(b) No weaknesses were noted.

**Reader's Score: 5**

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

**1. Competitive Preference Priority 2:**

**Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 5 points).**

**Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.**

**Strengths:**

**Overview:**

The application demonstrates that the proposed project will support a diverse educator workforce and professional growth to strengthen student learning. The application describes how the proposed project is designed to increase well-prepared, effective educators serving students, with a focus on underserved students in high-need schools.

**Strengths:**

The proposed project is designed to increase the proportion of well-prepared, effective educators serving students, with a focus on underserved students in high-need schools. The objectives will increase the numbers of traditionally unrepresented backgrounds, and to improve the retention of certificated, experienced and effective educators in high needs schools. The proposed project will support these objectives, with assistance from the National Institute for Excellence in Teaching (NIET), and through a review of each of the seven (7) partner districts' recruitment, hiring, and retention practices that support a diverse work force. The proposed project, with assistance from Corwin Press, will provide activities that promote professional growth leading to advancement in the system, reward for performance tied to student learning gains, and opportunities for professional recognition. (pgs. e50-e54; e61)

**Weaknesses:**

No weaknesses were noted.

**Reader's Score:** 5

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**Status:** Submitted

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