

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

Status: Submitted

Last Updated: 07/31/2023 04:40 PM

Technical Review Coversheet

Applicant: Center for Strategic Leadership and Organizational Coherence (S374A230006)

Reader #1: *****

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

Technical Review Form

Panel #5 - TSL Panel - 5: 84.374A

Reader #1: *****

Applicant: Center for Strategic Leadership and Organizational Coherence (S374A230006)

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 need for the project is adequate. The application provided gaps or weaknesses in services, infrastructure, or opportunities that have been identified and will be addressed by the proposed project. The application demonstrates a project that 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. The application provides an adequate comprehensive effort to improve teaching and learning and supports rigorous academic standards for students. Furthermore, application provides an adequate demonstration for the needs of the target population.

i. The application TSL Planning Task Force designed a comprehensive plan to improve educator effectiveness, raising student achievement, and increasing equity in learning (e. 20). The applicant addresses a need for certified teachers because currently 47% of hired teachers are not certified (e. 20). The applicant illustrates 86% average of low-income students in district (e. 21).

ii. The application demonstrates a ten-year history implementing learning pathways, school climate, social and emotional learning, and mental health (e. 23).

iii. The application provides a collaboration with Transformative Learning to advance educational equity for teachers and school leaders (e. 24). The applicant's effort to improve achievement gaps is to create toolkits that will advance technology, transform the classrooms, achieve opportunity gaps in high poverty areas, and attract and retain diverse population (e. 24).

iv. The applicant chooses to empower students and educators by providing two tiers of service to address needs and gaps (e. 26). The applicant provides a project design framework that focuses on a comprehensive HCMS and educator quality that focuses on 4 needs (resources to implement HCMS, appropriate evaluate effectiveness across all schools, process to connect educators with support that will increase effectiveness, and strategies and resources to meet state/local equity plans) (e. 26).

Weaknesses:

- i. No weaknesses 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: The application sufficiently provides a project that demonstrates a rationale. The application provides a design of the proposed project that 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. The application provides exceptional methods of evaluation that will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

- i. The application provides a project that demonstrates a rationale as the applicant serves 9,486 students in 25 different schools, and all 25 schools have 86% average low income (e. 27).
- ii. The applicant demonstrates a review of the literature with a high-quality plan to reduce equity gaps. Applicant illustrates the theory of change that aligns the organization and adds significantly to student achievement (e. 28).
- iii. The applicant provides outcomes (improved educator quality, diversified teachers and school leaders educating students, increase educator effectiveness rating, professional growth for teachers, increase graduation rates, and increased ELA/math proficiency rates) that will improve student achievement by increasing access to effective education in high needs schools (e. 27). The application provides an exceptional logic modal that has inputs, thorough activities, outputs, along with short- and long-term goals (e. 31).

Weaknesses:

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 proposed project demonstrates a 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 application management plan focuses on improvement for teachers, leaders, and support staff. The application demonstrates sufficient career pathway objectives for teachers, leaders, and support staff that provides a stipend for completion to motivate the team to engage and improve (e. 46 – e. 47). The application offers professional development to all staff to invest in improvement strategies (e. 50). The application presents a GPRA model that measures the project using indicators and an effective evaluation source for accomplishing project tasks (e. 55). The application's benchmarks and milestones are feasible and within budget (e. 57 – e. 58). The application's budget will use a Planning Task Force to ensure the budget meets goals and objectives (e. 60). The applicant's roles and responsibilities are comprised of different committees and high-level administrators to manage the grant (e. 61- e. 62).

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: The applicant provides an exceptional project that will result in system change or improvement with outstanding instructional leadership strategies. The application proposed a project that provides the ability to build local capacity to provide, improve, or expand services that address the needs of the target population. The applicant demonstrates documented resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan. The application demonstrates commitment of partners and support from stakeholders that is critical to the project's long-term success.

- i. The applicant provides an adequate project that will result in system change or improvement by presenting a project that commits to engaging in instructional and leadership models to improve teacher effectiveness and enhance learning (e. 67

- e.70).

ii. The application plans to improve its target population of 25 low performing schools using their instructional and leadership models (e. 67). The application has a diverse partner contribution that supports teachers and administrators with workshops and training that will improve educator effectiveness in underserved areas (e.68).

iii. The applicant has a diverse partnership with Catalyst Institute for Learning, Institutions of Higher Learning, CEPI, NB, and Edushift that will support a project beyond the term of the grant (e.69). The applicant has funds through Title I, Title II, Title III, and Title IV that also provide support beyond the term of the grant. The title funds are used to support evaluation data for professional development (e. 70). The applicant provided a multi-year operating and financial plan that will demonstrates sustainability pass the year 2026 (e. 67).

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 application provides an exceptional preference selection criterion. The application demonstrates equity in a high needs charter school educational setting. The applicant illustrates plans for effective educators, and educators from traditionally underrepresented backgrounds for the communities they serve in urban and rural environments. The applicant demonstrates focus for improving the retention of fully certified, experienced, and effective educators in high-

need schools or shortage areas.

- a. The application demonstrates a project that will improve 25 high poverty selected schools in an underserved area (e. 14).
- b. The application's goal is to use four objectives (reduce equity gaps, assess educator effectiveness, improve effectiveness through individualized learning, and increase student academic performance) to improve student achievement (e. 11). The applicant's project will ensure equal access to resources for all students and educators (e. 14). The applicant provides an equitable approach strategy that is comprised of an advisory board to enforce equal access expectations and develop processes for the grant (e. 15). The applicant intends to target recruitment of highly qualified diverse applicants (e. 15).

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 application provides an exceptional plan for increasing 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.

The applicant plans to engage in equity audits and partner with The Catalyst Institute to conduct a consortium-wide audit for their teaching and learning programs to overcome barriers that reduce educator diversity (e. 16). The applicant demonstrates an exceptional support plan by partnering with Transformative Learning Catalyst to strengthen a diverse educator workforce and student learning (e. 16). The applicant has implemented a comprehensive approach to improve instructional quality and raise student achievement (e. 17).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

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Technical Review Coversheet

Applicant: Center for Strategic Leadership and Organizational Coherence (S374A230006)

Reader #2: *****

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

Technical Review Form

Panel #5 - TSL Panel - 5: 84.374A

Reader #2: *****

Applicant: Center for Strategic Leadership and Organizational Coherence (S374A230006)

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 documented specific gaps and weaknesses in services that will be addressed by the proposed project. For example, the applicant identified gaps related to the lack of certified teachers. The applicant provided data that shows 53% of their teachers are certified. The proposed project clearly addresses weaknesses in the quality of educators at their schools. Lastly, the applicant provided a detailed table clearly presenting their identified gaps and aligning them with improvement strategies (e22-24).

2- The applicant provides a reasonable strategy that demonstrates that the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding streams from other programs. For example, the applicant's narrative states that funds from this project will integrate with three other already existing programs. Funds from the proposed project will be integrated with funds from several other funding streams such as the CARES Act and Recovery ACT. (e23)

3- The applicant provided a comprehensive plan to improve teaching and learning and support rigorous academic standards for students. For example, to develop the goals and strategies for the proposed project the applicant created a collaboration institute. 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.(e23-25)

4- The applicant's proposal is justifiable and outlines strategies that suggest that the project will successfully address the needs of the target population and other identified needs. For example, the applicant's proposal includes a comprehensive framework table that clearly aligns needs with proposed strategies. The strategies appear to be well thought-out and comprehensive. 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. (e25-27)

Weaknesses:

- 1- No weakness 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 exceptional. The application discusses the extent to which the proposed project demonstrates a rationale. The applicant documented 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. The applicant demonstrated the extent to which the methods of evaluation will 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.

1- The applicant provided a justifiable rationale for the proposed project design. For example, the applicant's Theory of Change states that "horizontal and vertical organizational alignment leads to sustainable system change which, in turn, leads to significant and sustainable improvement in student achievement." The applicant's theory of change is supported by research evidence and is a strong rationale for the proposed project. The goal of the proposed project is to improve student achievement by increasing access to effective educators in high-need schools. (e27-28)

2- The applicant's narrative clearly includes a 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. For example, the applicant presented 6 evidence of support studies. All of the research studies presented meets the What Works Clearinghouse design standards without reservation. The studies presented by the applicant are fully aligned with the applicant's proposed project and support the project design model. (e30-35)

3- The applicant provided a detailed plan that describes the extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. For example, the applicant will partner with an outside agency to implement an objective 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. (e52-60)

Weaknesses:

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

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. The milestones clearly show key deliverables, and checkpoints that are needed to ensure project progress. (e62-64)

Weaknesses:

No weaknesses 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: 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. The applicant demonstrated ways in which their proposed project will build local capacity to provide, improve, or expand services that address the needs of the target population. The application demonstrated 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.

- 1- The applicant clearly demonstrated a strong likelihood that the proposed project will result in system change or improvement. For example, the applicant's narrative includes a detailed table that clearly presents systematic improvements as a result of proposed project activities. Some improvements include improvement to the educator evaluation system model, increased transparency in educator improvement expectations, and increased student outcomes as a result of improved instructional practices. (e65-67)

- 2- The applicant demonstrated the ways which their proposed project will build local capacity to provide, improve, or expand services that address the needs of the target population. For example, 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 appears to be a model for replication in other districts and schools. (e66)

- 3- The applicant demonstrates that it has the resources to operate the project beyond the length of the grant. For example, 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 school and partner resources. In addition, the applicant included several letters of support from various local and state stakeholders (e66-68)

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 evidence that demonstrates their proposed project meets the criteria for this competitive preference priority. The applicant documented the educational setting of the proposed project and provided a plan to increase the number and proportion of experienced, fully certified, in-field, and effective educators. The proposed project's outcomes and activities are aligned to promote equity in student access to educational resources and opportunities via learning acceleration; implement career advancement opportunities for educators; hire and retain diverse educators in high-need schools; and strengthen the educator workforce within their district.

A- The applicant demonstrated that the proposed project will be implemented in 25 high need schools. (e14)

B- The applicant's proposed project includes a robust equitable access approach plan. The applicant will create an Equity Committee to conduct surveys to assess educator, student, and parent perceptions of equity in learning, identify equity gaps if they exist and propose strategies to close gaps. In addition, the applicant's proposed project will utilize a performance-based compensation system to improve instructional, leadership, retention and hiring practices. (e14)

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's plan fully meets this competitive preference and is exceptional. The applicant provided a detailed plan that specifically details ways in which the applicant will recruit and maintain a diverse educator workforce. The efforts proposed by the applicant are comprehensive. The applicant will partner with multiple organizations to increase the diversity of their school's workforce.

Weaknesses:

The applicant provided a plan that is designed to increase the proportion of well-prepared, diverse, and effective educators serving underserved students. For example, the applicant's proposed project includes a plan to partner with multiple Historically Black Colleges and Universities (HBCUs) to recruit and hire teachers. In addition, the applicant proposes to partner with the Catalyst Institute for Transformative Learning to conduct consortium-wide Equity Audits of teaching and learning programs. (e14-16)

Reader's Score: 5

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Technical Review Coversheet

Applicant: Center for Strategic Leadership and Organizational Coherence (S374A230006)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	20	20
Quality of Project Design		
1. Project Design	25	25
Quality of the Management Plan		
1. Management Plan	25	25
Adequacy of Resources		
1. Resources	30	27
Sub Total	100	97
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	5	5
Competitive Preference Priority 2		
1. Diverse Workforce	5	5
Sub Total	10	10
Total	110	107

Technical Review Form

Panel #5 - TSL Panel - 5: 84.374A

Reader #3: *****

Applicant: Center for Strategic Leadership and Organizational Coherence (S374A230006)

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 effectively demonstrates the need for the project. The application links the programs, strategies, and activities, to the identified gaps and thoroughly describes how it will integrate with and build on similar or efforts within the district. The application demonstrates how it is part of a comprehensive effort aimed at improving teaching and learning and describes its plan for implementing strategies aimed at successfully meeting the needs of the target population. The application describes how the proposed project will use funding streams from other programs supported by community, State, and Federal resources.

Strengths:

- (i) The application identifies specific gaps and weaknesses in services, infrastructure, and opportunities that will be addressed by the proposed project, CSL-KIPPI!, and aligns the needs to the improvement strategies such as improving and expanding the Human Capital Management and Performance-Based Compensation Systems (Tier 1) and enhancing educator effectiveness in high-need schools across four regions (Tier 2) to promote equity; providing Improvement Science training for educators to increase inter-rate reliability and reduce bias; utilizing Professional Growth Plans linked to effective ratings to connect educators to extensive professional development; and providing professional development to administrators and HCMS personnel with strategies and resources to support teachers in meeting Local and State Equity Plans. (pgs. e20-e22)
- (ii) The application effectively demonstrates how the proposed project will integrate and build on programs that are learner-centered, performance-based, such as Learning Pathways to improve education alignment and increase student readiness for college and careers; School Climate Initiative to increase student access to safe, supportive learning environments; and Social and Emotional Learning and Mental Health initiative to strengthen school and family supports for vulnerable students. The proposed project will continue to focus on reform efforts, currently funded with CARES Act and Recovery Act dollars, on student academic strategies. (pgs. e23-e24)
- (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 convening of teacher and school leaders with The Catalyst Institute for Transformative Learning, that resulted in a need to advance educational equity in each of the targeted regions. The proposed project demonstrates that the goal for this work is to create a technologically-advanced platform that enables all stakeholders to provide feedback and supports needed to improve teacher and school leader quality and efficacy; incentivize exceptional performance in the classroom and accelerate school-wide transformation; eradicate achievement gaps for the students in high-poverty, high-priority schools; attract and retain a diverse pipeline of highly effective teachers and school leaders; and provide, use, and implement evidence-based professional learning opportunities to accelerate and sustain continuous improvement. (pgs. e24-e26)

(iv) The application describes an effective design of the proposed project that is appropriate to, and will successfully address, the needs of the target population and other identified needs by aligning each of the needs to the strategies that will be utilized for the proposed project. The proposed project will provide two Tiers of Service aligned to the gaps and weaknesses, including Tier 1: Comprehensive HCMS (Evidence-based Human Capital Management, Talent Management, Educator Effectiveness Model, High Quality Evaluation Plan, and Performance-Based Compensation); and Tier 2: Educator Quality Supports (Professional Growth Tracks, Professional Development, School Leader Network, Instructional Coaching, New Teacher Network, and Career Ladders). (pgs. e26-e27)

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 a quality design for the proposed project in exceptional ways. The project's design clearly addresses the elements of the selection criterion. Specifically, the proposed project is designed around a consistent rationale and includes a detailed logic model that aligns project activities with intended outcomes. Further, there is evidence that the proposed methodological tools and methods of evaluation are appropriate to ensure successful achievement of project objectives.

Strengths:

(i) The application effectively describes a rationale in which the Theory of Change demonstrates that horizontal and vertical organizational alignment leads to sustainable system change, which, in turn, leads to significant and sustainable improvement in student achievement. The horizontal and vertical alignment means that organizational stakeholders at all levels will utilize similar tools, language, and protocols to solve problems of practice in student learning. This multi-pronged approach, leveraging the combined efforts of the development and implementation of a technologically-advanced Human Capital Management System, which provides tools for professional learning and coaching, as well as, the development and expansion of a Performance-Based Compensation System that intersects, aligns, and works to meet the needs of high priority schools. (pgs. e28-e32)

(ii) The application demonstrates that 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 the appropriate methodological tools to ensure successful achievement of project objectives. The applicant demonstrates how the proposed project is informed by research findings, providing the evidence of support study, including the citation, What Works Clearinghouse (WWC) Rating, Every Student Succeeds Act (ESSA) Rating, Process, Evidence, Study Outcomes, and Relevance to Project in the key components of Teacher Induction, National Board Certification, Transfer Incentives, Professional Development and Coaching, Professional Development, and Principal Coaching. The applicant includes the research base for the following programs: HCMS with PBCS, Teacher Supports, Principal Supports, Educator Induction, and educator retention. (pgs. e32-e52)

(iii) The application describes thorough methods of evaluation that will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes, including a thorough description of the Evaluation Methodology; Process and Outcome Evaluation; Evidence of Promise; and Objective Performance Measures. The evaluators will utilize the research-based FORECAST model (FORMative Evaluation, Consultation, and System Techniques) to guide an objective evaluation structure that includes a description of the data collection, evaluation tools, data analysis, reporting, and evaluation timeline. (pgs. e52-e58)

Weaknesses:

(i) No weaknesses were noted.

(ii) No weaknesses were noted

(iii) No weaknesses were 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:

The application demonstrates a clear management plan to achieve the objectives of the proposed project and within budget. The application provides the qualifications required and clearly defined responsibilities for the key personnel. The

application provides a detailed implementation timeline, including activities, milestones, and key individuals or group/team responsible.

Strengths:

The applicant describes the qualifications required and clearly defined responsibilities for the key personnel. The application provides a detailed implementation timeline, including activities, milestones, and key individuals or team responsible. The application demonstrates that the Planning Task Force designed the budget to meet goals and objectives, ensure equal access, and promote the sustainability of strategies. The Planning Task Force will Transition into the CSL-KIPP Advisory Committee. The Advisory Committee will create Budget, Equity, and Sustainability sub-Committees to provide critical implementation oversight during the grant period. The application describes the time commitments and responsibilities of the following key personnel: Project Director (1.00 FTE), Improvement Specialist Region 1 (1.00 FTE), Improvement Specialist Region 2 (1.00 FTE), Improvement Specialist Region 3 (1.00 FTE), Improvement Specialist Region 4 (1.00 FTE), Finance/HR Director (1.00 FTE), and Professional Learning Manager (1.00 FTE). (pgs. e58-e64)

Weaknesses:

No weaknesses were 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:

The application demonstrates the adequacy of resources for the proposed project in a satisfactory way. The application describes how the proposed project will result in system change or improvement. The application demonstrates that the proposed project is likely to build capacity to address the needs of the target population. However, the application does not describe a clear multi-year financial and operating model, and accompanying plan.

Strengths:

(i) The applicant organization, in partnership with The Catalyst Institute for Transformative Learning, two HBCUs, the National Board for Professional Teaching Standards, and 15 KIPP schools will implement a TSL project that increases the quality of teaching and learning in high-needs schools, increases equitable access to education and raises student achievement. The application describes two Tiers of Support: Comprehensive HCMS with PBCS and Educator Quality Supports. (pgs. e64-e65)

(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 indicates that the implementation of CSL-KIPP will provide the regional schools with the resources to improve human capital management systems and strengthen educator quality supports. The application describes how the proposed project will build regional, school, and educator capacity to meet the needs of the students enrolled in the 25 high-need schools. (pgs. e65-e67)

(iii) The application describes the commitment of partners, and the evidence of broad support from stakeholders critical to the project's long-term success. The in-kind donations from partner LEAs total \$4,187,050.00 per year for a total in-kind donation of \$12,561,150.00, demonstrating a significant commitment to the proposed project. (pgs. e65-e67)

Weaknesses:

(i) No weaknesses were noted.

(ii) No weaknesses were noted.

(iii) The applicant does not provide a clear multi-year financial plan demonstrating the resources to operate the project beyond the length of the grant. (pgs. e65-e67)

Reader's Score: 27

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 is designed to promote educational equity and adequacy in resources and opportunity for underserved students. The proposed project will train educators from traditionally underrepresented backgrounds and the communities they serve, to ensure that underserved students have educators

from those backgrounds and communities.

Strengths:

(a) The application indicates that the proposed project is designed to promote educational equity and adequacy in resources and opportunity for underserved students in the following educational settings:

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

The application describes the following strategies aligned with a description of how each is an equitable access approach: Advisory Board Equity Committee, Participant Recruitment, Project Marketing, Closing Gender Equity Gaps, Closing Racial Equity Gaps, Closing Special Education and English Language Learner Equity Gaps, and Closing Socio-economic Equity Gaps. (pgs. e14-e16; e21; e99)

(b)(1) The recruitment for participation in project services will include equal access regardless of actual or perceived gender, race, ethnicity, national origin, color, disability, religion, sexual orientation, gender identity, veteran status, age, or other protected class. The proposed project will encourage educators of color to lead programs to demonstrate that individuals from diverse backgrounds can lead in fields in which they are traditionally underrepresented, closing racial equity gaps. (pgs. e15-e16)

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 effectively describes a proposed project that is designed to increase diverse, effective educators serving students, with a focus on underserved students in high-poverty school districts.

Strengths:

The proposed project seeks to hire and retain a diverse workforce to increase initiatives through new teacher recruitment that connects HCMS personnel with partner Historically Black Colleges and Universities (HBCUs), including Tennessee

State University and the University of Arkansas Pine Bluff. The proposed project will target recruitment at partner institutions of higher education with diverse student enrollment and educator preparatory colleges. The applicant organization is partnering with The Catalyst Institute for Transformative Learning (Catalyst) to conduct consortium-wide Equity Audits of teaching and learning programs. Based on the Equity Audit findings, the administrators and partner equity experts will design a plan to eliminate biases influencing the representation of groups impacted by systemic inequities in student programs and educator programs. The Equity Audit findings will promote retention of diverse educators in the targeted schools and improve representation of traditionally-under-represented groups in faculty, administration, and staff in the targeted participating 25 schools. The applicant describes approaches focused on increasing inclusivity and reducing bias in instruction, workplace and school policies and procedures including professional learning choices with multiple options related to critical themes. The applicant aligns components (recruiting, selecting, preparing, supporting, and developing) to the improvement strategies that will be used to retain highly effective educators who are able to improve student achievement for every child. The proposed project will adopt an innovative approach to professional development that addresses personalized professional learning and high impact professional learning. (pgs. e16-e19)

Weaknesses:

No weaknesses were noted.

Reader's Score: 5

Status: Submitted

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