

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

Status: Submitted

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Technical Review Coversheet

Applicant: Community Training and Assistance Center, Incorporated (S374A230021)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	20	15
Quality of Project Design		
1. Project Design	25	22
Quality of the Management Plan		
1. Management Plan	25	22
Adequacy of Resources		
1. Resources	30	25
Sub Total	100	84
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	94

Technical Review Form

Panel #1 - TSL Panel - 1: 84.374A

Reader #1: *****

Applicant: Community Training and Assistance Center, Incorporated (S374A230021)

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: LEAP's design demonstrates a strong alignment with the identified needs of the target population. The project's focus on developing talent, aligning incentives, and building a diverse workforce reflects a comprehensive approach to improving teaching and learning in ECISD. While the proposal could provide more specific details and address certain challenges, its overall design is appropriate and has the potential to successfully address the identified needs.

Strengths: (i)The proposed project identifies specific gaps and weaknesses in services, infrastructure, and opportunities within ECISD. It recognizes the need for improvement in the human capital management system, alignment of incentives to instructional priorities, and building and expanding a diverse workforce. The project provides detailed data on the demographics and academic performance of ECISD, highlighting the specific areas where improvement is required. This evidence-based approach strengthens the credibility of the project and its ability to address identified gaps and weaknesses. The project's response to the identified gaps is comprehensive and targeted. It includes initiatives such as a three-year induction program for novice teachers, strengthening instructional leadership through Acceleration ILTs, aligning performance-based compensation to instructional improvement, and implementing targeted recruitment strategies for diverse teachers(e15) . Overall, the combination of these initiatives demonstrates a comprehensive and targeted approach to addressing the identified gaps and weaknesses in ECISD. (e15)

(ii) The proposed LEAP project integrates with and builds upon existing efforts in ECISD to improve teacher recruitment, preparation, and retention. The district has implemented programs such as the Odessa Pathway to Teaching, Future Teachers of Odessa, and the Para-to-Teacher program, which are aimed at developing a pipeline of effective and diverse teachers. LEAP leverages these initiatives to further strengthen the teacher workforce in high-need schools. ECISD has already implemented a performance-based compensation system through the Teacher Incentive Allotment (TIA) program. LEAP aligns with and builds upon the TIA program, expanding the incentives and rewards for teachers based on their performance, evaluations, and student and school growth(e15). This integration ensures continuity and coherence in the district's efforts to recognize and reward effective educators. The district's commitment to collaboration with teachers and principals is evident in the establishment of structures and processes for teacher and principal engagement. The involvement of teacher representatives in the TIA steering committee and the teacher focus group demonstrates ECISD's

dedication to involving key stakeholders in decision-making and program implementation. LEAP builds upon this collaborative approach, further engaging teachers and principals in the project's design and implementation(e21) (e23). This collaborative approach ensures the project's relevance and effectiveness. (e21) (e23)

(iii) LEAP is positioned as a critical next step in advancing ECISD's Human Capital Management System (HCMS) effort. It demonstrates a comprehensive approach to improving teaching and learning by addressing talent development, instructional leadership, and student achievement. The project recognizes the interconnectedness of these elements and aims to improve them in a coordinated manner. The proposal emphasizes the importance of rigorous academic standards and the need to support teachers in implementing them effectively. By focusing on developing and retaining talent, LEAP aims to enhance teachers' ability to deliver rigorous instruction and accelerate student learning. This approach aligns with the goal of promoting high academic standards and ensuring students have access to quality education. The establishment of a Performance-Based Compensation System (PBCS) within LEAP aligns incentives with instructional priorities(e23). By rewarding educators and principals who demonstrate improved instructional practice and contribute to student growth in ELAR and math, the project incentivizes excellence in teaching and leadership(e23). This alignment reinforces the importance of rigorous academic standards and creates a supportive environment for educators to excel. LEAP recognizes the need to recruit and retain more diverse teachers, which is essential for meeting the needs of the district's diverse student population. By focusing on developing the instructional strategies necessary to reach diverse learners and creating pathways for diverse teachers to advance into leadership positions, the project promotes equity and inclusivity in teaching and learning. (e23)

(iv) The strategies outlined within each component align well with the identified needs. For example, the comprehensive three-year induction program for new teachers addresses the need to advance the skills of novice teachers, while the establishment of Acceleration ILTs and the development of instructional leadership capacity focus on improving instructional abilities and providing support for diverse learners. The alignment between needs and strategies indicates a thoughtful and well-planned approach. LEAP's emphasis on aligning incentives to instructional priorities through the implementation of a Performance-Based Compensation System (PBCS) and the recruitment and retention of effective educators at low-performing schools reflects a strategic approach to improve teaching and leadership (e24-25). By incentivizing excellence and attracting talent to high-need schools, the project aims to positively impact student achievement. The project's focus on building and expanding a diverse workforce, along with creating pathways for diverse teachers to assume leadership roles, is a strength. Recognizing the importance of representation and cultural responsiveness, LEAP's efforts to recruit, retain, and develop diverse teachers are in line with the needs of the diverse student population in ECISD. This focus on diversity contributes to equity and inclusive education. (e24-25)

Weaknesses:

(i) no weaknesses noted

(ii) While the proposal highlights ECISD's efforts in instructional improvements, such as implementing an instructional framework and the Multi-Classroom Leaders (MCL) model, it does not provide specific data or evidence of the impact of these initiatives on student achievement. Including more detailed information on the effectiveness of these instructional improvements would strengthen the justification for LEAP's focus on student results. (e21) (e23)

(iii) The proposal does not mention any partnerships or collaborations with external organizations or experts in the field of education. Engaging external expertise can contribute to a more comprehensive and well-rounded effort to improve teaching and learning. Including information on potential partnerships would enhance the project's credibility and potential impact. (e23)

(iv) The proposal could further emphasize the connections between the three project components and how they will work together synergistically to address the identified needs. Providing a comprehensive overview of how the components interact and complement each other would enhance the coherence and effectiveness of the project's design. (e24-25)

Reader's Score: 15

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 project goals and objectives are directly aligned with the needs of the target population, focusing on increasing student achievement, and developing an effective, diverse, and supported educator workforce. The methodological tools cover various aspects of teaching, leadership, and assessment, providing a comprehensive approach to achieving project objectives. The evaluation provides regular performance feedback to the Leadership Council and Project Co-Directors on a quarterly basis.

Strengths: (i) The rationale for LEAP is well-defined and clearly articulated. The project goals and objectives are directly aligned with the needs of the target population, focusing on increasing student achievement and developing an effective, diverse, and supported educator workforce. The project objectives are structured in a logical manner and cover key areas such as talent development, instructional leadership, aligning incentives, and building a diverse workforce. The rationale is supported by relevant research and literature. The project narrative references studies and findings that highlight the importance of induction programs for novice teachers, the impact of instructional leadership on student achievement, the benefits of performance-based compensation, the role of principals in teacher recruitment and retention, and the significance of diverse teachers in improving outcomes for students. The project objectives demonstrate a comprehensive approach to addressing the identified needs. Each objective is clearly linked to a specific project component and focuses on a distinct aspect of talent development, instructional priorities, or workforce diversity. This integration of research strengthens the rationale and demonstrates an evidence-based approach (e25) (e34).

(ii) The methodological tools cover various aspects of teaching, leadership, and assessment, providing a comprehensive approach to achieving project objectives. This ensures that different dimensions of the project are addressed effectively. Tools such as Unpacking Standards Sessions provide a replicable process for instructional leaders to follow, ensuring consistency and coherence in implementation (e27). Structured Coaching, Executive Coaching, and the Advanced Teacher Leadership Academy are designed to build the capacity of instructional leaders and teachers. These tools provide targeted support and professional development opportunities to enhance their skills and effectiveness in driving instructional improvement. The Inclusion Curriculum Review and HR Teacher Recruitment Protocols demonstrate a commitment to creating inclusive and diverse learning environments. By examining curricular features and implementing recruitment practices targeting diverse teachers of color, the project aims to foster inclusivity and representation. (e34-35). The project design demonstrates a thorough understanding of the relevant literature by referencing studies and research findings that support the proposed elements of the project. This indicates a strong foundation of evidence-based practices and ensures that the project is grounded in current research. (e27)

(iii) The evaluation collects data from various sources, including interviews, focus groups, surveys, evaluation and performance data, financial incentive payout data, human resources data, artifacts, and student achievement data. The use of multiple data sources strengthens the validity and reliability of the evaluation findings and provides a holistic view of the initiative's progress and impact. The use of a quasi-experimental design, comparing students from LEAP schools to similar students in non-LEAP schools, allows for an assessment of LEAP's impact on student achievement. (e35). This design enhances the rigor of the evaluation and provides valuable insights into the effectiveness of the initiative. The evaluation provides regular performance feedback to the Leadership Council and Project Co-Directors on a quarterly basis. The dissemination of evaluation findings through management reports, formative evaluation reports, and

summative evaluation reports ensures transparency and accountability. Sharing the findings with ECISD's Board of Trustees and the broader educational community promotes learning and continuous improvement. (e39)

Weaknesses:

(i) no weaknesses noted.

(ii)The applicant mentioned 32% of employees relative to a satisfaction survey. It is unclear whether there is a baseline for this number and whether the number is credible. (e27)

(iii) no weaknesses noted.

Reader's Score: 22

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 management plan demonstrates clear responsibilities, timelines, and tasks for achieving project objectives. The use of formative and summative feedback cycles allows for continuous improvement and problem-solving throughout the project implementation.

Strengths: The responsibilities, timelines, milestones, and tasks are outlined for each project objective, with specific teams or individuals assigned to carry them out. The objective of improving instructional ability and leadership for ELAR and math teachers involves conducting inclusive curriculum reviews, implementing recommendations, and providing regular training on culturally responsive instructional practices. The objective of aligning incentives to instructional priorities includes establishing and implementing the PBC system, analyzing data, and reviewing and refining the system. The Leadership Council, comprised of key district and CTAC decision-makers, oversees the entire initiative and ensures progress toward project objectives(e39). The Talent Development Team guides professional development for teachers, principals, and A-ILT members. The Workforce Inclusion Team focuses on changing human resources practices and implementing recruitment strategies (e39). The Performance-Based Compensation Team guides the implementation of the PBC system. The Principal Working Group engages principals in problem-solving and support. The Research and Evaluation Team provides feedback and reporting on project progress(e50). The objective of providing a pipeline for diverse teachers to transition into leadership positions involves identifying candidates for the Advanced Teacher Leadership Academy, selecting participants, and conducting the program. The budget appears reasonable to accomplish the project objectives. The clear division of roles and systematic approach to achieving objectives clearly enhance the project's efficiency and success and allows for continuous improvement and problem-solving throughout the project implementation. (e50).

Weaknesses:

While The Principal Working Group engages principals in problem-solving and support, more specific details about how the management team will implement the grant is needed. (e50)

Reader's Score: 22

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:

ECISD demonstrates strengths in their commitment to sustainability, financial planning, and broad stakeholder support for LEAP. By leveraging existing initiatives and funding sources, as well as building partnerships with key stakeholders, ECISD positions itself well for the long-term operation of the project.

Strengths: (i) LEAP addresses multiple key elements of the HCMS, including professional development, evaluation, performance-based compensation, teacher leadership pathways, recruitment, and retention. This comprehensive approach ensures that various aspects of the system are aligned and work together to support instruction and student learning. LEAP enhances the professional development system by providing a three-year induction program for all new teachers in the district. This focused induction program aims to develop teachers' skills and improve teaching practices, leading to improved student achievement(e51). LEAP strengthens the role of principals in supporting teachers and improving instruction. It provides training and support for principals to develop expertise in guiding and improving instruction. The principal working group allows principals to engage in real-time problem-solving and fosters a collaborative environment for school improvement efforts. It provides professional development for educators on research-based instructional practices that support diverse students. It also ensures that the curriculum is rigorous and inclusive for all students(e51). LEAP establishes a performance-based compensation system tied to improving ELAR and math instruction and increasing student achievement. This system incentivizes teachers to focus on instructional priorities and connects their compensation to student outcomes and positions itself well for the long-term operation of the project. This demonstrates strengths in their commitment to sustainability (e51) (e53).

(ii) LEAP focuses on building the capacity of both novice and experienced teachers. It aims to improve their mastery of ELAR and math content, instructional strategies, and ability to reach diverse learners. By providing professional development and support, LEAP enhances the instructional abilities of teachers, leading to improved learning opportunities for students(e51) (e53). LEAP recognizes the importance of strong leadership in promoting student success. It builds the capacity of principals to identify effective instruction, support teachers, address student needs, and create a positive school culture. By developing the expertise of principals, LEAP strengthens the overall progress of teachers and improves student achievement. The creation of Acceleration ILTs provides a pathway for effective teachers to take on leadership roles and broaden their impact. By training and empowering these ILTs, LEAP increases the capacity of schools to coach and train teachers, thereby enhancing instructional quality and student achievement(e53-54). LEAP

strengthens the organizational capacities of the compensation system and human resources practices. The performance-based compensation system aligns incentives with instructional priorities, motivating teachers, principals, and ILTs to focus on improving student outcomes(e53-54). The Principal High-Need Schools Recruitment Program targets high-need schools for effective principal recruitment and retention, ensuring that schools most in need of effective leadership receive the necessary support. LEAP integrates the capacities of both human resources and curriculum and instruction departments. This integration reinforces ECISD's instructional priorities, ensuring that recruitment, induction, and professional development efforts and demonstrates alignment with the district's educational goals. (e53-54)

(iii) ECISD demonstrates a strong commitment to the long-term impact and success of LEAP. They have a track record of sustaining impactful initiatives beyond the grant period, and they have allocated a significant amount of match funding for LEAP, indicating a substantial investment in the project's sustainability. ECISD aligns LEAP with existing funding sources, such as the Teacher Incentive Allotment (TIA), to support the sustainability of components like performance-based compensation. By leveraging established initiatives and funding streams, ECISD ensures the continued financial support for LEAP's core components. ECISD demonstrates a multi-year financial and operating model for sustaining LEAP. LEAP has garnered broad support from stakeholders critical to the project's long-term success. (e54-56) This includes the superintendent, board president, and teachers' association, indicating a commitment from key decision-makers and educators. The support of the Odessa Chamber of Commerce and partnerships with regional HSIS further enhance the project's sustainability by fostering community engagement and collaboration. (e54, e56)

Weaknesses:

(i)no weaknesses noted.

(ii)no weaknesses noted.

(iii) While they project the financial needs for each component and identify specific funding sources to support them, it is unclear whether that the necessary resources will be available to continue operating the project beyond the grant period (e54, e56).

Reader's Score: 25

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:

To increase the number and percentage of well-prepared, experienced, effective, and diverse educators--which may include one or more of the following: teachers, principals, paraprofessionals, or other School Leaders, the Applicant presents a well-documented proposal using Evidence-Based strategies as evidenced throughout the proposal.

Strengths: In supporting educators and their professional growth, the project will contribute to improved recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce. The strategies and new human capital practices adopted will be focused on goals related to building district leadership that mirrors the growing student population to support educators and their professional growth. Educators will receive real-time feedback to help them improve in key areas. The performance review system will also be redesigned with educators as partners to ensure evaluation metrics are transparent. By implementing these strategies and adopting new human capital practices, the project aims to build district leadership that mirrors the growing student population. Educators will receive real-time feedback, have a voice in the evaluation process, and access professional growth opportunities. This comprehensive approach will contribute to improved recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce, ultimately enhancing the overall educational experience and outcomes for students. (e57)

Weaknesses:

Weaknesses: 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:

To increase the number and percentage of well-prepared, experienced, effective, and diverse educators--which may include one or more of the following: teachers, principals, paraprofessionals, or other School Leaders, the Applicant presents a well-documented proposal using Evidence-Based strategies throughout the proposal.

Strengths: By increasing educator diversity, the applicant proposed that the human capital practices implemented as part of the project will be focused on recruiting and supporting a more diverse educator workforce that mirrors the growing student population. A system of professional learning for leaders focused on diversity, equity, and inclusion will ensure they implement professional development that fosters an inclusive and supportive school climate for diverse leaders. They want to make sure that educator diversity can closely resemble the student population. They will ensure that educators of color received individualized support, professional development, and mentorship. (e57)

Weaknesses:

No weaknesses noted.

Reader's Score: 5

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Status: Submitted

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Technical Review Coversheet

Applicant: Community Training and Assistance Center, Incorporated (S374A230021)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	20	17
Quality of Project Design		
1. Project Design	25	22
Quality of the Management Plan		
1. Management Plan	25	24
Adequacy of Resources		
1. Resources	30	26
Sub Total	100	89
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	99

Technical Review Form

Panel #1 - TSL Panel - 1: 84.374A

Reader #2: *****

Applicant: Community Training and Assistance Center, Incorporated (S374A230021)

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 demonstrates an adequate need for the project. The application addresses some of the selection criterion but does not identify others. The application identifies and addresses specific gaps in services and links programs/strategies, grant activities, to improve relevant outcomes. The application is lacking in describing the extent to which the design of the proposed project will successfully address the needs of the target population.

Strengths:

(i) Applicant demonstrates significant gaps in services with Ector County Independent School District (ECISD) with 33 of 41 schools being high-need schools, 62% economically disadvantages, 62% ELL, and a project focus of 10 high need schools which will be addressed through its Leadership for Ector's Accelerated Performance (LEAP) partnership between Ector County Independent School District and the Community Training and Assistance Center Inc (e.16-e.17).

The district performs below state average in State of Texas Assessment of Academic Readiness (STAAR) with Black and Hispanic students underperforming compared to white students which will be addressed through rapidly developing the expertise of its novice teachers and creation of instructional leaders to strengthen teachers' impact on student achievement (e.18).

There exists a need in the 10 schools to develop expertise as 22%-45% of teachers have 0-2-year experience which will be addressed through development of a three-year induction program to provide novice teachers with focused professional development to rapidly develop their skills (e.18).

ECISD teachers score lowest on abilities to differentiate instruction which will be addressed through professional development that focuses on strengthening the instructional skills of teachers to reach all students (e.19).

ECISD has a 22% turnover rate, and 40% of the teaching force is Hispanic, with 42% of principals being Hispanic, which does not match the student body of 79% Hispanic which will be addressed through targeted recruitment strategies for

diverse teachers and the creation of partnerships with six Hispanic Serving Institutions (e20-e.21).

(ii) Applicant will build on related efforts to improve student outcomes and build a more effective instructional and school leadership staff through ECISD's current compensation plan making it one of the highest paying in the state for first year teachers (e.21).

The project includes an Odessa Pathway to Teaching, a grow your own initiative, Future Teachers of Odessa, and a Para-to-Teacher program, which will all benefit the district by addressing the gap in access to high-quality teachers (e.22).

The Teacher Incentive Allotment (TIA) program funded by the Texas Education Agency which rewards teachers based on evaluations and creation of a teacher focus group, along with the Multi-Classroom Leaders model were selected teacher leaders mentor grade-level team of teachers will help to ensure access to effective teaching. (e.21-e.23).

(iii) Proposed project will focus on 10 high-need schools with 9,739 students, 556 teachers, and 10 principals with the Human Capital Management system extending to all 33,500 students, 1875 teachers, and 41 principals which will lead to building of capacity (e.16).

LEAP will establish a Performance-based Compensation System to reward educators who improve instructional practice and increase student growth, and effective educators and principals that take on positions at high-need schools. It creates a pipeline to advance effective, diverse teachers into teacher leadership positions, and develops instructional leadership capacity of principals as well as improve novice and experienced teacher's instructional abilities improving student learning (e.23-e.24).

(iv) Applicant successfully addresses the needs of the ECISD and aligns strategies to support each component including developing and retaining talent, aligning incentives to instructional priorities, building, and expanding the capacity of a diverse workforce (e.24-e.25).

Weaknesses:

(ii) The proposed project is unclear and lacks specific information on what instructional strategies will be implemented to address student learning gaps (e.21-e.23).

Reader's Score: 17

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 project's design adequately addresses some elements of each of the selection criterion but does not address others. It identifies a rationale and, the use of appropriate methodological tools to ensure successful achievement of project objectives, and the extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. The project provides a review of literature that lacks details in supporting research.

Strengths:

(i) The proposed project utilizes a strong alignment between the proposed key project components, objectives, and project outcomes outlined in the logic model provided and includes eight project objectives that directly align to the three key project components (e.26, e.59).

(ii) The applicant has included a high-quality literature review to support the high-quality plan for project implementation, with all three components of the program, and aligned objectives, being supported by research (e.26-e.34, e.135- e.40).

The proposed project will utilize field-proven methodological tools to ensure successful achievement of project objectives. These include such as work based on Gloria Ladson-Billings, and the Texas Principal Evaluation and Support System which have always been proven to be successful and will support the proposed project (e.34-e.35).

(iii) CTAC is a leader in TIF/TSL evaluations with a long list of initiatives around the country that have been evaluated. Having already been successful, CTAC will be able to implement similar practices to promote success with the project (e. 35).

The project will use a mixed-methods approach with both qualitative and quantitative data, multiple data collection strategies, and quarterly evaluative updates which allows for meaningful assessment of project progress (e.35-e.39).

The project will also have the Community Training and Assistance Center conduct a study of the HCMS as it specifically relates to attracting principals and supporting principals in Hard-to-Staff schools using surveys, interviews, and focus groups to examine the perceptions and changes of perceptions of principals and teacher over time (e.39).

Weaknesses:

(ii) As part of the project's support for financial incentives as a way to recruit and retain, the project has cited that 48% of employers offered undergraduate and graduate tuition assistance but did not state if the study was education related or businesses in general (e.32; e.139).

Reader's Score: 22

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 quality of the management adequately addresses some elements of each of the selection criterion but is unclear with others. The management plan adequately achieves the objectives of the proposed project on time and within budget, timelines, and milestones for accomplishing project tasks. The application is unclear in its defining of responsibilities.

Strengths:

The project includes alignment of the goals, objectives, outcomes, and metric by which it will be measured, (e.40-e.41).

The management structure is included with each member's job description which supports an understanding of the responsibilities of each individual's role in the plan (e.42-e.47).

The included timeline provides a clear roadmap for project implementation by including information on which party is responsible for each component objective with a timeline based on quarters in the school year (e.47-e.50).

A Plan-Do-Study-Act cycle will gather performance feedback and allow for periodic assessment of progress. This is a strength in that it supports the program with the ability to create the plan, enact strategies, take a look at data, and make changes as needed to address issues, leading to success of the proposed project (e.51).

The proposed budget, and accompanying narrative clearly illustrates the use of all of the requested funds and includes a district in-kind match that equals 34% of the total budgeted project costs (e.148-e.178).

A leadership council will meet every two months that will oversee the initiative, review formative and summative evaluations, and ensure progress toward all project objectives, making necessary adjustments as needed which will ensure the objectives of the plan being met (e.42).

Weaknesses:

The management structure consists of teams to support the goals of the project but is lacking in detail as to the plan to resolve disputes, and which individual will be responsible in making the final decision (e.42).

Reader's Score: 24

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 project resources adequately address some elements of the selection criteria but do not adequately address others. The proposed project will likely result in system change or improvement, build local capacity to provide, improve, or expand services that address the needs of the target population, and demonstrates 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. While there is some demonstrated commitment of partners, the project is lacking in information regarding specific support from partners.

Strengths:

(i) LEAP enhances current PD in ECISD to rapidly develop the skills of novice and experienced teachers. By finding a way to address teacher training quickly, there will be greater success of student improvement (e.51).

During the grant period the project expands the induction model to three years in high-need schools in order to meet the needs of novice teachers and school leaders. This allows novice teachers more time to work with a mentor and address the various issues that may impact a teacher making a decision to stay or leave within the first few years of teaching (e. 51).

The project will build diverse teacher capacity through recruitment of diverse educators through local partnerships, and bonuses, tuition assistance, and professional development to encourage retention. Offering these incentives as well as specific training will support recruitment efforts of the proposed project (e.51-e.53).

ECISD has already proven the ability to sustain system change as evidenced by success in recruiting new teachers and lower the teacher vacancy rate from 18% to 1%. Having demonstrated the district commitment, and having the ability to enhance, will bring greater success to this initiative through the project (e.53).

(ii) The proposed project will build instructional capacity of novice and experienced teachers to reach diverse learners as well as principal capacity to improve on their skills, such as identifying highly effective instruction, as LEAP develops the school's capacity to coach and train teachers through Acceleration ILTs (e.53).

(iii) ECISD has a track record for sustaining impactful initiatives (e.21-e.23), ECISD will contribute \$6,560, 870 in match funding, more than 50% (e.150) ECISD is targeting state revenue to support the PBC component of LEAP, ECISD has aligned the financial needs for sustainability with specific funding sources (e.42) includes a multi-year financial model (e. 56)

Weaknesses:

(iii) While the project includes letters which demonstrate support from the project from a variety of partners and stakeholders, such as local higher education organizations and partnering agencies, it lacks information as to how these higher education organizations will provide support (e.56, e.123-e.132).

Reader's Score: 26

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 clearly demonstrates promoting equity in student access to educational resources and opportunities. The proposed is designed to promote educational equity and adequacy in resources and opportunity for underserved students in elementary, middle, and high school settings. The project examines the sources of inequity and inadequacy and implements responses that include 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 as well as improve the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.

Strengths:

Applicant demonstrates significant gaps in services with Ector County Independent School District (ECISD) with 33 of 41 schools being high-need schools, 62% economically disadvantages, 62% ELL, and a project focus of 10 high need schools which will be addressed through its Leadership for Ector's Accelerated Performance (LEAP) partnership between Ector County Independent School District and the Community Training and Assistance Center Inc (e.16-e.17).

The project includes an incentive program that rewards teachers, principals, and A-ILT members for improving ELA and Math instruction which aligns with effective instruction building capacity of teachers (e.30).

A comprehensive three-year induction program will involve mentoring, collaboration time with other teachers, analysis of student work, coaching on different instructional models and constructive feedback, which will support retaining teachers (e.27).

The proposed project will build instructional capacity of novice and experienced teachers to reach diverse learners as well as principal capacity to improve on their skills, such as identifying highly effective instruction, as LEAP develops the school's capacity to coach and train teachers through Acceleration ILTs (e.53).

Implementation of the Principal High-Need Schools Recruitment Program to encourage effective principles to move to and stay at the 10 high-need schools building leadership capacity at the building level (e.32).

The applicant has included a high-quality literature review to support the high-quality plan for project implementation, with all three components of the program, and aligned objectives, being supported by research supporting successful implementation of the project and ability to successfully attain outcomes which include the retainment and recruitment of high-quality teachers (e.26-e.34, e.135-e.140).

Weaknesses:

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 clearly demonstrates a project that supports a diverse educator workforce and professional growth to strengthen student learning with a design 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:

The project partners with six regional Hispanic Serving Institutions to recruit new, diverse teachers into the district through in-person and virtual platforms. These partnerships will help to increase the diversity of the teachers in the district (e.33).

LEAP will establish a new district recruiter position to raise the profile of the district drive social media campaigns and create a more welcoming location for diverse teachers. This position is an innovative way to address the need for more diversity within the district (e.33).

The project will provide monthly executive coaching to the 10 high-need school principals to reduce bias and create an inclusive school culture in order to develop and retain diverse educators. With a focus on the aspects, the leadership of these 10 schools will deepen their understanding of supports and strategies that can be utilized by them, and better understand the role they play in success of the proposed program (e.33).

Through the project the Advanced Teacher Leadership Academy will identify 12 effective, diverse teachers each year wanting to advance to leadership positions. This specific focus will allow or a more diverse teaching staff being placed in leadership roles while also addressing retainment of these teachers (e.33).

Implementation of the Principal High-Need Schools Recruitment Program to encourage effective principles to move to and

stay at the 10 high-need schools, increasing building leadership capacity. Putting a focus on this specific piece that is needed in the 10 high-need schools will encourage the retaining of high-quality leadership at the building level (e.32).

According to the management structure, multiple members on the various teams that are set up to support the project have members who have expertise in school culture and climate, diversity, equity and inclusion, and English language learning which will promote the development of educator diversity and DEI practices. (e.42-e.47).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Status: Submitted

Last Updated: 07/31/2023 05:28 PM

Status: Submitted

Last Updated: 07/31/2023 11:52 PM

Technical Review Coversheet

Applicant: Community Training and Assistance Center, Incorporated (S374A230021)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	20	17
Quality of Project Design		
1. Project Design	25	22
Quality of the Management Plan		
1. Management Plan	25	22
Adequacy of Resources		
1. Resources	30	26
Sub Total	100	87
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	97

Technical Review Form

Panel #1 - TSL Panel - 1: 84.374A

Reader #3: *****

Applicant: Community Training and Assistance Center, Incorporated (S374A230021)

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 applicant provides a great deal of pertinent information regarding specific gaps and weaknesses in infrastructure and support needed to be addressed by the grant. The proposal skillfully builds upon existing and previous related efforts using funding from state and local sources. The proposal denotes a thorough and comprehensive effort to improve outcomes for students in the critical areas of math and ELAR. Finally, the project proposed is well suited to address the needs of the targeted student population. (pp. e 15-17)

Strengths:

- (i) The application does an outstanding proposal that clearly specific gaps or weaknesses in services and infrastructure that will be addressed. For example, one of the gaps to be addressed is the equity gap in terms of high-quality teachers for students in high needs schools. They hope to address this in part by revamping their Human Capital Management System. Another gap identified is the need to increase teacher classroom performance. (p. e 18)
- (ii) A strong feature of the proposed project is how the applicant describes all the work as being part of a comprehensive effort to improve teaching and learning and support rigorous academic standards. Much of the project's attention, including the revision of the incentive pay system and the human resources management operations, is directly tied to student performance being raised to meet high academic standards in the ten identified high needs schools. An additional strength in this area is the focus on the teachers k-12 who teach math and ELAR, two critical areas of need where students struggle, but also need the most support. (p. e 17)
- (iii) The proposed project will integrate with similar efforts to improve relevant outcomes using funding streams from other sources, including state and local. The project notes that it will continue the work to improve student academic performance as required by the state. (p. e 19)
- (iv) The design of the proposed project is largely appropriate to, and may successfully address, the needs of the target population. For example, the need for a diverse and qualified teacher cadre, with teacher leaders empowered, is certainly

appropriate. Coming up with a means to fairly evaluate teachers and to award them according to merit without bias is also of value and is likely to result in positive outcomes for student achievement, since the goal is to increase the reliability and quality of teacher performance, assisted by quality principal leadership. (pp. e 18-19)

Weaknesses:

- (i) None observed.
- (ii) None observed.
- (iii) While the application notes that there will six Hispanic Serving Institutions playing a role as partners more details on the nature and the extent of this relationship are needed. It is difficult to assess the quality of the project overall without more information on the key relationship mentioned. (p. e 21)
- (iv) None observed.

Reader's Score: 17

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 proposed project very clearly demonstrates the use of a highly detailed and thoughtful rationale. In addition, the design of the project is backed by a thorough, complete, and detailed set of research-based findings that inform and support the innovative and thoughtful approaches to the problems identified. Finally, the proposal provides ample evidence that the evaluation of the project will provide feedback designed to inform its implementation and permit formative feedback. (pp. e 25-27)

Strengths:

(i) The proposed project very clearly demonstrates the use of a highly detailed and thoughtful rationale. For example, some of the details include the establishment of two project goals which are part of the design scheme. The goals are to increase student achievement at high-need, low-performing schools, and to promote the development of a strong diverse, and supported educator workforce, one that looks like the students being served. (pp. e 25-26)

(ii) The applicant presents a design for the project that is backed by a thorough, complete, and detailed set of research-based findings that inform and support the innovative and thoughtful approaches to the problems identified. For example, the project cites studies where the findings note that positive relationships between teacher induction and teaching practices go hand in hand for better teacher performance. (p. e 26) Another example of solid research-based foundations for the project is those induction programs that are specifically about improving or building instructional skills are the best effective, but sadly the proposal notes that very few induction programs have this kind of focus. In this project, there will

be a three-year program with the necessary elements of effective induction including mentoring, collaboration time with other teachers, a deep review of student work, coaching on different instructional methods, positive and constructive feedback so that inexperienced teachers get better quicker and do not drop out of the profession. (p. e 27)

(iii) The application presents the proposal in such a way that provides ample evidence that the evaluation of the project will provide feedback designed to inform its implementation and permit formative adjustments. Another aspect of the proposal of note regarding measurement is that the added PBCS component fueled by the grant will be designed for reliability and objectivity and will be shared widely and publicly with all stakeholders, especially teachers and principals in the ten identified schools. It carries forward clear measures of teacher, principal, and teacher leader performance, predominantly based on student growth and achievement, especially in the critical areas of math and ELAR. (pp. e 35-36)

Weaknesses:

(i) None observed.

(ii) A weakness in the application is the citation provided for tuition reimbursement as an incentive for teacher and principal participation in projects such as this one. However, the citation is unclear, as it states that 48% of employers report use of such incentive, but it does not note which employers constitute this 48%. (p. e 139)

(iii) None observed.

Reader's Score: 22

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 management plan is almost entirely adequate to successfully govern a project of this size and scope. There are objectives and timelines provided that will help ensure the implementation of the project within budget and on time. There is one weakness in the management plan of note. (pp. e 39-42)

Strengths:

The proposal provides detailed information about the various personnel to be employed in the grant's implementation and operation. For example, the job description of the project director includes oversight, management, and coordination of this project and responsibility to make sure that the goals and objectives are achieved on time and within budget. In addition, the applicant provided a thoughtful staffing model that denotes positions required to complete the project responsibilities, based on their role in the district and in the services provider. The job requirements and duties are in keeping with established norms for a project of this nature, and in fact, the level of detail and the description of the qualifications of both district and grant staff who will be collaborating on the grant is impressive and provides assurances that the project will be in good hands throughout the years of implementation. (pp. e 42-45)

Weaknesses:

The project details a comprehensive management plan, one with tasks, responsibilities, timelines and positions and their duties. However, a weakness in the application is the lack of detail regarding final decision-making for the project. The management plan outlines shared responsibility between the contractor and the district, with the leadership council providing grant oversight. The lack of a designated final authority to resolve disputes or thorny issues related to implementation make it difficult to fully understand how authority for the grant is laid out. (pp. e 42-45)

Reader's Score: 22

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 project will provide an abundance of well thought out and valuable resources designed to impact student learning in the ten identified schools, and perhaps even in the district as a whole. The improvement and expansion of the HCMS and the accompanying professional development process is one that will support the work to be done. Finally, improvements to the evaluation system and the implementation of meaningful compensation for teachers and principals, based not only on their work but largely based on the outcomes of student's performance. (pp. e 51-52)

Strengths:

(i) One notable strength of the application is its plan to develop the instructional ability of educators to effectively teach diverse learners. The professional development for educators on research-based, instructional practices are proven to support students like those in the ten schools chosen for the project. The project goes even further, as it also examines the curriculum to ensure it is rigorous and inclusive for all students and trains educators to implement culturally responsive teaching and learning. This kind of activity bodes well for systemic change (p. e 52)

ELAR and math student achievement and diversify the personnel in the district. As such, the project builds the capacity of teachers, principals, and teacher leaders specifically at the 10 high-need schools targeted. These high-need schools, where 62% to 97% of students are on free or reduced-price lunch, are at the center of the proposal. (pp. e 56-57)

(iii) The applicant demonstrates that it has the resources to operate the project beyond the length of the grant. In particular, the proposed future operational and fiscal model is based on anticipating and addressing the requirements for organizational sustainability, financial sustainability, and building a broad base of support. In fact, the district has been a leader and has a demonstrated track record of sustaining impactful initiatives. All the previous programs designed to improve educational outcomes have been implemented, expanded, and financially sustained beyond their initial phase. As indicated in the project budget, the district is contributing \$6,560,870 in match funding for this initiative (more than 50%),

demonstrating a significant commitment. Further, through the Teacher Incentive Allotment from the state, the district has already begun the process of integrating PBC into its culture. Finally, the district notes that it expects additional state revenue of the same kind to support the PBC component of the project after the grant period. (pp. e 54-55)

Weaknesses:

(i) None observed.

(ii) A weakness in the application lies with the lack of details provided regarding the six IHEs that will provide support for increasing the pipeline of diverse teachers to meet the needs of the project. While the six are named, and some detail of their involvement is provided for two of them, there is a lack of detail of the important role these institutions will play in the grant. (pp. e 54-55)

(iii) None observed.

Reader's Score: 26

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 project clearly meets the criteria in this priority. It will promote equity in ten schools, examine the sources of inadequacy and promote remedies, and improve recruitment and retention of highly qualified teachers.

The proposal is designed to promote equity in ten high-need schools, examine the sources of inadequacy and provide remedies, and improve recruitment and retention of highly qualified teachers in math and ELAR. In addition, the project will develop and keep talent at high-need schools through several strategies. One is that it accelerates the abilities of first-year teachers to be effective teachers. (p. e 57)

Weaknesses:

None observed.

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 has a strong and thoughtful plan to address the concerns in this criterion.

Strengths:

The applicant proposes a solid plan to focus on increasing student academic performance in ten high-need schools. They will do so by focusing on recruiting, training, and keeping high quality teachers. In addition, the project also creates an Advanced Teacher Leadership Academy to move capable, diverse teachers into leadership positions. (p. e 10)

Weaknesses:

None observed.

Weaknesses:

None observe

Reader's Score: 5

Status: Submitted

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