

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

Status: Submitted

Last Updated: 07/31/2023 10:44 AM

## Technical Review Coversheet

Applicant: Harmony Public Schools (S374A230017)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need	20	17
<b>Quality of Project Design</b>		
1. Project Design	25	25
<b>Quality of the Management Plan</b>		
1. Management Plan	25	24
<b>Adequacy of Resources</b>		
1. Resources	30	30
<b>Sub Total</b>	100	96
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Promoting Equity	5	3
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	5	5
<b>Sub Total</b>	10	8
<b>Total</b>	110	104

# Technical Review Form

Panel #2 - TSL Panel - 2: 84.374A

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

Applicant: Harmony Public Schools (S374A230017)

## Questions

### Selection Criteria - Need for Project

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

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

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

#### Strengths:

The previous TSL grant created the foundation for the project, which will expand upon the successes generated from the program. (e23-e24)

Texas Teacher Incentive Allotment and state general funds to support the mentorship program are two examples of current financial supports already in place. (e24)

#### Weaknesses:

The application does not mention how community representation would be prioritized in the project.

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:**

A new Assistant Principal Residency program will be shaped on the model from the Principal Residency program. (e26)

The project will expand upon the current Principal Residency program and will place residents at hard to staff schools, and increase fairness in the leader evaluation system. (e26-28)

**Weaknesses:**

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:**

The professional roles will be tied to specific individuals who have demonstrated capabilities in the tasks required for full implementation. (e42-e44)

The timeline identified the exact months and years that tie to the milestones in the collaborative realization of the project. (e32-e36)

**Weaknesses:**

The budget owner mentioned will account for actual versus budgeted costs. However, the position does not appear anywhere else in the proposal. (e50)

**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:**

The project will sustain specific components through strategies that draw from existing practices. Career and Advancement is supported with earmarked state TAI funding. Support and Feedback are covered by state and federal funding. After initial design, the applicant will embed Culture and Inclusion component into existing PD systems and structure. The Leader Evaluation component will gain oversight from the HR department. The Strategic Compensation Department will oversee the PBCS through state and federal funds. (e54-55)

**Weaknesses:**

No weaknesses were 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:**

Hard to staff campuses, which include elementary, middle and high schools, have higher proportions of underserved students than the other campuses. (e19)

**Weaknesses:**

No mention of equity shapes the response to this question.

**Reader's Score: 3**

**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:**

Career advancement opportunities help to create a more diverse workforce through consistent and fair leader evaluation initiatives. (e20)

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 5**

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**Status:** Submitted

**Last Updated:** 07/31/2023 10:44 AM

Status: Submitted

Last Updated: 07/28/2023 06:26 PM

## Technical Review Coversheet

Applicant: Harmony Public Schools (S374A230017)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need	20	18
<b>Quality of Project Design</b>		
1. Project Design	25	25
<b>Quality of the Management Plan</b>		
1. Management Plan	25	22
<b>Adequacy of Resources</b>		
1. Resources	30	30
<b>Sub Total</b>	100	95
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Promoting Equity	5	3
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	5	5
<b>Sub Total</b>	10	8
<b>Total</b>	110	103

# Technical Review Form

Panel #2 - TSL Panel - 2: 84.374A

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

Applicant: Harmony Public Schools (S374A230017)

## 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 includes a strong evaluation plan with input from Harmony stakeholders which will play a key role in the needs assessment for identifying needs that the proposed project. The project is a comprehensive effort to improve teaching and learning. However, the project provides limited data as to how it will address the needs of the population through ensuring leaders come from backgrounds that reflect the community.

##### Strengths:

- i. The applicant identifies areas that need improvement in the district such as significantly declining Math scores (by 25% and 40%) and gaps between underserved students in Math and ELA/Reading has 33% gap (pg. e20). The applicant conducted an evaluation and input from Harmony stakeholders which will play a key role in the needs assessment for identifying needs that the proposed project will address.
- ii. The applicant provides strong evidence that the proposed project builds on prior efforts such as a TSL \$27.8 million dollar grant in 2020 and includes five priorities designed to establish and support ILTs through a leader HCMS (pg. e23). In addition, the proposed project builds on State and non-TSL Federal funds such as Career Advancement pathways which builds on the applicant's success with existing Teacher-Leader roles and a foundational Principal Residency Program.
- iii. The proposed project is a comprehensive effort to improve teaching and learning (pg. e24), e.g., the applicant's 2025 strategic plan includes a comprehensive effort to improve teaching and learning and support academic standards for students. The comprehensive plan included over 12,000 district stakeholders and identified six mutual priorities.

#### Weaknesses:

##### Weaknesses:

- iv. The applicant provides limited data as to how it will address the needs of the population through ensuring leaders come from backgrounds that reflect the community. For example, it is unclear how the design would meet the needs since a



strong plan for ensuring the selection of diverse teachers and leaders is not detailed (pg. e25).

**Reader's Score: 18**

### **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 applicant provides a clear rationale informed by evaluation findings to expand existing and develop new career advancement pathways. The applicant provides a list of literature review that relates to each intervention of the project design such as Bellibas et al. 2030, Graczewski et al 2009, and Wallace Foundation, 2013. The applicant provides that the project will use formative assessment; formative assessment will be key to making any immediate changes in the project. (pg. e35).

Strengths:

- i. The applicant provides a clear rationale informed by evaluation findings to expand existing and develop new career advancement pathways, differentiate the support and feedback for ILTs, strengthen leader culture and inclusion, increase fair, consistent implementation of leader evaluations, and reward effective teachers in hard to staff schools (pg. e26-29).
- ii. The applicant provides a list of literature review that relates to each intervention of the project design such as Bellibas et al. 2030, Graczewski et al 2009, and Wallace Foundation, 2013 (pg. e31-32). The applicant is informed from lessons from the Wallace Foundation's Principal Pipeline Initiative which builds strong instructional leadership based on work across six major LESa with students from underserved populations.
- iii. The applicant provides that the project will use formative assessment; formative assessment will be key to making any immediate changes in the project. (pg. e35). The applicant provides they will use a mixed-method approach using both qualitative and quantitative data analysis. The project includes a detailed data collection plan which identifies the research questions, component, and data source (pg. e36-37).

#### **Weaknesses:**

Weaknesses:

No weakness 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 provides a detailed management plan for major activities and milestones during the duration of the proposed activities (pg. e42-45). The project is unclear how the leadership will be organized to effectively meet on a regular basis, review data, and provide advice over the duration of the proposed activities

#### Strengths:

The applicant provides a detailed management plan for major activities and milestones during the duration of the proposed activities (pg. e42-45). The applicant provides how many FTEs each key personnel will contribute to the project which is adequate to carry out the objectives of the project (pg. e160). The key personnel in the proposed project are highly qualified and have relevant experience.

### Weaknesses:

#### Weaknesses:

The project is unclear how the leadership will be organized to effectively meet on a regular basis, review data, and provide advice over the duration of the proposed activities (pg. e41-42).

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 systemic change will occur because of the project being based on research, the organization's capacity for effective systemic change, and a strong foundational HCMS to build. The applicant provides evidence that the proposed project has a sustainability plan through the projected increase of funding in the coming years for teacher incentive allotment for high-performing teachers through an approved evaluation system (pg. e53).

#### Strengths:

- i. The proposed project is highly likely to contribute to systemic change through improving leader outcomes which will improve student learning outcomes (pg. e50-51). The systemic change will occur because of the project being based on research, the organization's capacity for effective systemic change, and a strong foundational HCMS to build.
- ii. The project will improve and expand services through building career advancement pathways, providing support and feedback for leaders to excel in their roles, and strengthening leader culture and inclusion to support diverse high-performing leaders which will help them to stay in their roles.
- iii. The applicant provides evidence that the proposed project has a sustainability plan through the projected increase of funding in the coming years for teacher incentive allotment for high-performing teachers through an approved evaluation system (pg. e53). The applicant also has a fundraising plan through philanthropy raising \$40M since 2020.

**Weaknesses:**

Weaknesses:

No weakness 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 addresses Competitive Preference Priority 1. However, it is unclear how a strong plan for equity is described.

Strengths:

The applicant addresses Competitive Preference Priority 1 through expand a program that focuses on school districts in hard to staff campuses and works to eliminate achievement gaps (pg. e19).

**Weaknesses:**

Weaknesses:

The applicant did not fully describe the details of how DEI is part of the project (pg. e19). For example, it is not clear how equity is fully promoted in student access, more detailed are needed to describe a strong plan for equity.

**Reader's Score:** 3

**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 addresses Competitive Preference Priority 2 and has a strong plan for diversity in the educator recruitment and to close workforce gaps.

Strengths:

The applicant addresses Competitive Preference Priority 2 through having a strong plan to diversify the educator pool and close the workforce gap (pg. e20). The project includes efforts to strengthen leader culture and inclusion and leader evaluation.

**Weaknesses:**

Weaknesses:

No weakness noted.

**Reader's Score:** 5

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Status: Submitted

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## Technical Review Coversheet

Applicant: Harmony Public Schools (S374A230017)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need	20	17
<b>Quality of Project Design</b>		
1. Project Design	25	23
<b>Quality of the Management Plan</b>		
1. Management Plan	25	23
<b>Adequacy of Resources</b>		
1. Resources	30	30
<b>Sub Total</b>	100	93
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Promoting Equity	5	5
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	5	5
<b>Sub Total</b>	10	10
<b>Total</b>	110	103

# Technical Review Form

Panel #2 - TSL Panel - 2: 84.374A

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

Applicant: Harmony Public Schools (S374A230017)

## 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 goals of this project as described by the applicant are to 1) expand existing and develop new Career Advancement pathways; 2) differentiate the Support and Feedback model; 3) Strengthen leader Culture and Inclusion; 4) increase fair, consistent implementation of Leader Evaluations; and 5) differentially reward effectiveness in hard-to-staff schools via PBCS. pg. e12.

#### Strengths:

- i) The above activities will have network-wide impact, but will differentially focus on Harmony's high-need, hard-to-staff schools. pg. e12. Harmony's Acute Needs: 1) Recovering learning in Math; Closing gaps between subgroups and Harmony averages; strengthening culture and inclusion. According to the applicant. pg. e19-e20.
- ii) The applicant describes TILT, a program funded by the TSL grant in 2020. pg. e23 The applicant mentions that TILT had a measurable impact on leader placement, effectiveness, retention, longevity, and advancement. Tilt Forward builds on those successes to improve and expand the leader HCMS by addressing gaps and weaknesses integrating a focus on the network's Acute Needs, prioritizing ILT diversity, and concentrating on hard-to-staff schools according to the applicant pg. e23.
- iii) Harmony's 2025 strategic plan according to the applicant is a comprehensive effort to improve teaching and learning and rigorous academic standards for students. pg. e24. Harmony wants every student to succeed that would include not only high school graduation but also college and career success. pg. e24. Many stakeholders put input on this plan which includes 6 priorities 1) Strengthen the academic model; 2) Establish principals and ILT's as instructional leaders; 3) Focus network structure, roles, & accountability on campus success; 4) set and act on a vision for diversity and inclusion; 5) Strengthen external supports perceive differences in evaluators and 6) continuously through smart data and research processes. pg. e25.
- iv) The applicant describes that TILT Forward would address the primary target population: students, especially in the underserved subgroups and hard-to-staff schools. pg. e25. The applicant quotes research-backed ways: 1) ensuring the students access schools with highly effective ILTs and 2) ensuring students access leaders from backgrounds and communities that are representative of their experiences. (Grissom et al., 2021) pg. e25. Providing programs like TILT to strengthen leader placement in hard-to-staff schools will fill in lengthy vacancies in school programs. Ensuring student access to highly skilled diverse instructional leaders will support underserved populations. Increased retention of these

leaders will provide experience and career success.

**Weaknesses:**

Harmony has a very high bar for students to achieve not only graduating from high school no less college and career success. as described by the applicant. Students with disabilities may be left out of the equation. pg. e25.

**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 applicant describes TILT Forward and builds on TILT's rationale that strong instruction leaders grow educator effectiveness, which improves student outcomes pg. e28

Strengths:

- i) The applicant cites many components of the project that build on TILT Forward's rationale. pg.26-e31 including engaging outside experts to train Core4 Ambassadors, Mentors, and Professional Learning Community leaders in practices that build strong ILT culture and inclusion.
- ii) The applicant cites data from numerous credible research organizations and LEAs to detail the mechanism through which instructional leadership impacts student outcomes; it rallies teachers around a clear academic vision (Kraft et al. 2016), promotes teacher retention (Hughes et al., 2015) and fosters collective efficacy (Goddard et al 2015).
- iii) The applicant describes Harmony, in its partnership with CTAC as having a well-defined plan for TILT Forwards pg. e. 35. This plan includes the use of methodological tools including interviews and focus groups, surveys, ITL demographic and evaluation data, recruitment and retention, financial incentive payout data, micro-credentialing data, student data, and artifacts. Pg. e35 The applicant describes CTAC uses a two-fold evaluation strategy to support TILT Forward which includes formative and summative evaluations as well as focusing on the study of Harmony's new comprehensive structure of incentives and supports for high-performing principals.pg e35.

**Weaknesses:**

no weaknesses

Reader's Score: 23

## Selection Criteria - Quality of the Management Plan

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

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

In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

#### Strengths:

Overview: The applicant describes that Harmony has deep expertise in implementing projects on time and within budgets, as built through the successful management of numerous multi-million federal grant projects and other strategic initiatives. pg. e41

Strengths: Harmony has identified four factors important to its success: 1) ongoing allocations from a highly qualified grant management team; 2) network structures to implement change efficiently; 3) ambitious yet feasible timelines with clear project objectives and milestones, and 4) concrete, reasonable budget with effective controls pg. e42. The timeline and milestones for the activities chart are very detailed and comprehensive. pg. e45-e48.

#### Weaknesses:

The "budget owner" may be necessary to actual verse budget costs. An in-kind accountant may be able to review costs.

Reader's Score: 23

## 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 describes that TILT Forward improves Harmony's HCMS, which improves leader outcomes which improves student outcomes. (Appendix A) pg. e50.

#### Strengths:

i) TILT Forward is likely to realize systemic improvements because of 1) a solid research base for the project; and 2) Harmony's organizational capacity to effect systemic change; and 3) a strong foundational HCMS from which to build.



according to the applicant pg. e50.

ii) According to the applicant, TILT Forward builds the capacity of campus leaders to provide improved service to students and educators. TILT Forward also builds the capacity of the Harmony System to provide improved and expanded services to instructional leaders via the HCMS. pg. e52.

iii) According to the applicant, Harmony has financial and operational sustainability. Cores sources of Harmony's state funding are projected to increase in the coming years. The Texas Teacher Incentive Allotment for LEAs is based on the number of teachers recognized as high performing via an approved evaluation system. pg. e52. Harmony has partnered with nationally recognized leaders in PD These include Relay Graduate School of Education, Teach Like a Champion, and Teach Plus. These relationships can make use of matching funds and TSL funds. Pg. e55. The applicant describes the long relationship that

CTAC has with Harmony and has evaluated many of its projects in the past. CTAC as agreed to play the role of evaluator should Harmony be awarded the TSL 2023 grant. pg. e56.

**Weaknesses:**

no weaknesses

**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 describes TILT Forward as improving and expanding upon Harmony's existing HCBS (including its PBCS so that ILTs are better equipped to respond to Acute Needs. Pg. e17

Strengths: According to the applicant TILT Forward 1) expands existing and develops new Career Advancement pathways; 2) Support and Feedback for ITLs; 3) Leader Culture and Inclusion; 4) Leader Evaluations; and 5) differentially

rewards effectiveness in for leaders working in hard-to -staff schools via PBCS. pg. e18

**Weaknesses:**

no weaknesses

**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 describes TILT (Training Instructional Leadership Teams) Forward, which emphasizes 1) Career Advancement and PBCS components prioritize placement, retention, and rewards for leaders at this campus; 2) Support and Feedback and Leader Culture and Inclusion which prioritize access to high-need schools. pg. e18.

Strengths: The applicant describes improvements to the HCMS via TILT Forward to bolster Harmony's capacity to hire, support, and retain an effective and diverse Instructional Leadership Team (ILT) workforce. pg. e19-20 The applicant also describes how increasing fairness and consistency of Leader Evaluations implementation promotes inclusive and bias-free human resource practices. pg. e20

**Weaknesses:**

no weaknesses

**Reader's Score:** 5

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**Status:** Submitted  
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