

**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: International Academy of Flint (S374A230011)

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

|  | 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              | 22            |
| <b>Quality of the Management Plan</b>    |                 |               |
| 1. Management Plan                       | 25              | 22            |
| <b>Adequacy of Resources</b>             |                 |               |
| 1. Resources                             | 30              | 26            |
| <b>Sub Total</b>                         | 100             | 88            |
| <b>Priority Questions</b>                |                 |               |
| <b>Competitive Preference Priority</b>   |                 |               |
| <b>Competitive Preference Priority 1</b> |                 |               |
| 1. Promoting Equity                      | 5               | 4             |
| <b>Competitive Preference Priority 2</b> |                 |               |
| 1. Diverse Workforce                     | 5               | 0             |
| <b>Sub Total</b>                         | 10              | 4             |
| <b>Total</b>                             | 110             | 92            |

# Technical Review Form

Panel #2 - TSL Panel - 2: 84.374A

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

Applicant: International Academy of Flint (S374A230011)

## 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:

Drinking water crisis in the area has been linked to slow growth and impaired behavioral health of the children residing in the community. (e16-e17)

CDE figures verify the impact of the water contamination. This is a strength in the application because the statistics come from an authorized federal agency to show that the population of children were mostly exposed to known toxins that affected their development. (e16)

Along with COVID learning loss tied, the developmental challenges impact the teacher retention rates and organizational capacity. (e17-e18)

Salaries of the teachers remain considerably low in comparison to neighboring schools. (e19-e20)

#### Weaknesses:

The breakdown of annual salary figures demonstrates a compelling difference at the highest and the lowest pay rates in comparison to other school entities. In other words, the reviewer calculates pay rates within the applicant organization to be \$10,119 less than the Average Salary for All Teachers at the highest paying organization. Such a calculation could have been included as part of the table. (e20)

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:**

The Teacher Evaluation Tool draws from the six competencies, which are tied to indicators. Observations are both unannounced and planned. (e22-e25)

Professional Development in each season is planned to identify the “Who” and the “Goal” tied to the “Topic.” (e26-e30)

RTTC, NNN and other curriculum from CT3 promise to increase student engagement, as shown with the success rates. (e32)

**Weaknesses:**

Some of the Professional Development Sessions do not show the “Purpose.” Even though the chart is “still in development,” the Purpose for the topics could be anticipated since they are well-known approaches/interventions. (e26, e28 and e29) For instance, Intro to Restorative Practices as a topic could have an identified justification in the Purpose column. (e28)

Performance-Based Compensation System Table requires the consideration of numerous targets. However, the messaging may filter to the staff and teachers more clearly with a simplified table of measures that requires less calculations and reference. (e35-37)

**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:**

The Performance Measures list the factors that would illustrate evaluative success with the implementation of the project. The comprehensive list includes the goals of the grant, such as teacher ratings, teacher retention and instances of Performance-Based Compensation. (e42)

**Weaknesses:**

The project values qualitative data and plans to administer surveys or questionnaires at appropriate intervals. However, the software or methods for collecting the responses or feedback are not named. Access to technology platforms should

be identified in anticipation of barriers to participating with such surveys. (e42-e43)

**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:**

Less turnover among teachers may be likely with the performance-based incentives, along with substantial professional development and mentoring. (e43)

Federal, state and local funding factor into sustaining funding for the program beyond the grant period, including Title V and Title II. (e45)

#### **Weaknesses:**

The applicant will shift some of the resources to performance-based compensation once the training and recruiting of new staff throughout the grant cycle subsides. Expanding upon this a little further would provide clarity to the reader. (e45)

**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:**

The issue of equity is tied to teacher pay because of the cost barriers towards certification. The program will compensate all costs if teachers agree to work for a minimum of 3 years at the school. (e47)

Recruiting staff internally reinforces the understanding and skills needed to work with students and address their unique needs. (e47)

**Weaknesses:**

Applicant does not cite research to show why students need to be taught by teachers from similar cultural and racial backgrounds. (Lower incidence of discipline/suspension and higher graduation rates are just 2 reasons illustrated from current research.) (e47)

**Reader's Score:** 4

**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:**

The applicant did not intend to include this priority. (e11 and e13)

**Weaknesses:**

The applicant did not intend to include this priority. (e11 and e13)

**Reader's Score:** 0

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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: International Academy of Flint (S374A230011)

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

|  | Points Possible | Points Scored |
|--|-----------------|---------------|
| <b>Questions</b>                         |                 |               |
| <b>Selection Criteria</b>                |                 |               |
| <b>Need for Project</b>                  |                 |               |
| 1. Need                                  | 20              | 20            |
| <b>Quality of Project Design</b>         |                 |               |
| 1. Project Design                        | 25              | 23            |
| <b>Quality of the Management Plan</b>    |                 |               |
| 1. Management Plan                       | 25              | 23            |
| <b>Adequacy of Resources</b>             |                 |               |
| 1. Resources                             | 30              | 28            |
| <b>Sub Total</b>                         | 100             | 94            |
| <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               | 0             |
| <b>Sub Total</b>                         | 10              | 5             |
| <b>Total</b>                             | 110             | 99            |



# Technical Review Form

Panel #2 - TSL Panel - 2: 84.374A

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

Applicant: International Academy of Flint (S374A230011)

## 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 details of a strong need for the proposed project, e.g., IAF's LEA is a Title 1A school which is an indicator for low-income status (pg. e14). The applicant provides a strong comprehensive plan to improve teaching learning through addressing the hiring and retention of educators through ongoing professional development and performance-based incentives for school leaders.

##### Strengths:

i. The applicant provides details of a strong need for the proposed project, e.g., IAF's LEA is a Title 1A school which is an indicator for low-income status (pg. e14). More importantly, the applicant demonstrates a large student population served, 881 students in a diverse, low-income community. The applicant details the demographics of the LEA which provides details of the diverse student body which is 86.6% African American and 1.2% Hispanic (pg. e16). The applicant provides the inequities that students in the district face from a social determinates of health standpoint through being exposed to lead in drinking water that has long lasting health consequences (pg. e16). This provides evidence of the historical inequalities that has a correlation to providing equal educational opportunities for students from underrepresented populations. The applicant cites district barriers such as larger class sizes, fewer classroom resources, large workloads, and guardian support of students.

ii. The applicant has engaged in needs assessment work in the past to compare salaries of teachers at IAF LEA which is a great baseline for this proposed project to show the lower-than-average teacher salaries (pg. e19).

iii. The applicant provides a strong comprehensive plan to improve teaching learning through addressing the hiring and retention of educators through ongoing professional development and performance-based incentives for school leaders. As a result of retaining effective school leaders and teachers, student learning outcomes will also have a positive impact (pg. e20).

iv. The proposed project will highly likely address the needs of the target population. The applicant has identified the needs and developed strong interventions to address recruiting and retaining effective leaders (pg. e20).

**Weaknesses:**

Weaknesses:

No weakness noted.

**Reader's Score: 20**

**Selection Criteria - Quality of Project Design**

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

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

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

**Strengths:**

Overview:

The proposed project provides a strong rationale, i.e., through the three goals of improving educator effectiveness through HCMS and PBCs (goal 1), improving teacher retention rates at IAF (goal 2), and improving student academic achievement through improved educator effectiveness (goal 3) (pg. e20-21). The applicant provides limited details regarding the external evaluator. The specifics are unclear regarding the evaluation plan.

Strengths:

- i. The proposed project provides a strong rationale, i.e., through the three goals of improving educator effectiveness through HCMS and PBCs (goal 1), improving teacher retention rates at IAF (goal 2), and improving student academic achievement through improved educator effectiveness (goal 3) (pg. e20-21).
- ii. The applicant provides a detailed implementation plan that includes the activity, key personnel involved, relation to goal, and purpose (pg. 26-30). This plan is highly likely to result in the successful implementation of the proposed project.
- iii. The applicant provides details that the project will utilize formative assessment in collaboration with the evaluator, program director, and program manager. (pg. e42).

**Weaknesses:**

Weaknesses:

The proposed project professional development has a breakdown for performance-based compensation system requirements with a lot of targets. Simpler measures of targets for professional development will be helpful in the proposed project (pg. e31).

**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 provides a strong management plan with highly qualified key personnel (pg. e51-69) that will contribute to the success of implementation (pg. e38-40).

#### Strengths:

The applicant provides a strong management plan with highly qualified key personnel (pg. e51-69) that will contribute to the success of implementation (pg. e38-40). The management plan includes a project timeline which thoroughly details the proposed activities, milestones, responsible key personnel, and timeline (pg. e40-41).

### Weaknesses:

#### Weaknesses:

The applicant does not detail the specifics regarding the technology and software used to collect the many quantitative data it will gather in the proposed project. Having such a technology system of capturing and storing the data will be useful in the project.

**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 addresses how the proposed project will result in system change and improvement through ongoing training and mentoring for teachers and staff and as a result will address the long-term barriers (pg. e43).

#### Strengths:

- i. The applicant addresses how the proposed project will result in system change and improvement through ongoing training and mentoring for teachers and staff and as a result will address the long-term barriers (pg. e43).
- ii. The project provides details about how it will address the needs of the targeted population to reflect a teacher and

school leader population that reflects the diverse student body (pg. e43).

iii. The applicant provides a strong plan for sustainably after the period of Federal funds have ended (pg. e44) through developing a steering committee that will focus on sustaining the proposed activities beyond the grant.

**Weaknesses:**

Weaknesses:

The applicant provides limited information regarding how shifting resources for teacher compensation and expansion will fully address sustainability.

**Reader's Score: 28**

**Priority Questions**

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

**1. Competitive Preference Priority 1:**

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

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

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

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

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

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

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

**Strengths:**

Overview:

The applicant addresses Competitive Preference Priority 1 through a program that focuses on a school district and have a strong plan for examining equity and equitable access.

Strengths:

The applicant addresses Competitive Preference Priority 1 through a program that focuses on a school district and have a strong plan for examining equity and equitable access (pg. e14). For example, the applicant is a charter school operating in an independent district, 501 elementary, 238 middle, and 142 high schools (pg. e46) that serves students in high need schools. The proposed project is designed to improve the retention of certified and experienced educators in shortage areas through compensating for the cost of certification, professional development, coaching, and a performance-based compensation system to increase teacher pay (pg. e47).

**Weaknesses:**

Weaknesses:

No weakness noted.

**Reader's Score: 5**

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

**1. Competitive Preference Priority 2:**

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

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

**Strengths:**

Overview:

The applicant does not provide details as to how it addresses competitive preference priority 2. For example, the applicant does not provide any details for an equity plan or describe in the narrative.

Strengths:

No strength noted.

**Weaknesses:**

Weaknesses:

The applicant does not provide details as to how it addresses competitive preference priority 2. The applicant does not include information in the proposal relating to how it will include a diversity or equity plan.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 07/28/2023 06:26 PM

Status: Submitted

Last Updated: 07/29/2023 01:49 AM

## Technical Review Coversheet

Applicant: International Academy of Flint (S374A230011)

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

|  | Points Possible | Points Scored |
|--|-----------------|---------------|
| <b>Questions</b>                         |                 |               |
| <b>Selection Criteria</b>                |                 |               |
| <b>Need for Project</b>                  |                 |               |
| 1. Need                                  | 20              | 20            |
| <b>Quality of Project Design</b>         |                 |               |
| 1. Project Design                        | 25              | 23            |
| <b>Quality of the Management Plan</b>    |                 |               |
| 1. Management Plan                       | 25              | 22            |
| <b>Adequacy of Resources</b>             |                 |               |
| 1. Resources                             | 30              | 26            |
| <b>Sub Total</b>                         | 100             | 91            |
| <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               | 0             |
| <b>Sub Total</b>                         | 10              | 5             |
| <b>Total</b>                             | 110             | 96            |

# Technical Review Form

Panel #2 - TSL Panel - 2: 84.374A

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

Applicant: International Academy of Flint (S374A230011)

## 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 a clear need for the project. The following factors were considered:

Strengths:

i): The International Academy of Flint's (IAF) students have had medical and behavioral health issues due to lead in their drinking water which was discovered in the Flint River in 2014. pg. e16 The impact on children in this area includes low growth and development, IQ loss caused by brain damage, learning disabilities, problems with speech and hearing, behavioral health issues, depression, anxiety, and substance abuse. pg. e16. During school years 2018-2019 and 2019-2020, IAF was identified for Additional Target Supports (ATS) due to underperformance with their Students with Disabilities (SWD) subgroup. pg. e15. IAF qualifies as a Title 1A school based on the overall income of its families. Pg. e14.

ii): To improve teacher retention rate for IAF it will contract with CT3 Education to provide professional development, teacher coaching, teacher training, and classroom management strategies for teachers of this underserved community of Flint, Michigan. pg. e11. IAF will expand and enhance its professional development and implement a performance-based compensation system for all staff members. pg. e11

iii.) According to ASCD, students suffer a 20% penalty for academic growth each year when placed in a classroom with an under-certified teacher. Low teacher retention rates in high-poverty schools include:

- Larger class sizes
- Fewer classroom resources
- Heavier workloads
- The parent's inability to support their children and the teachers' pg. e17.

IAF aims to improve teacher retention rates and the number of certified and appropriately placed teachers. pg. e11.

iv.) The design of this proposed project is appropriate to, and will successfully address, the needs of teacher retention which impacts student/teacher ratio. pg. e17 Fewer teachers increase the ratio leading to less one-on-one time with students and increased behavioral disruptions in the classroom. pg. e17. For the next three years, IAF will be identified for Comprehensive Support

and Improvement. This will allow for additional time and support for all students, particularly in the SWD subgroup. pg. e15. Providing professional development, keeping class sizes small, and increasing pay (including incentives) can help to

improve teacher retention rates, especially in high-poverty schools. pg. e18

When schools are stretched with limited school resources, and students are having many changes in behavioral and academic processing providing strong professional development to combat teacher retention is a clear pathway for IAF to take in the coming years with high-poverty schools. Focusing on students with disabilities for IAF will put into place differentiated resources to coordinate instruction.

**Weaknesses:**

no weaknesses

**Reader's Score: 20**

**Selection Criteria - Quality of Project Design**

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

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

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

**Strengths:**

Overview: Interventions needed to improve student learning outcomes include more robust professional development, a teacher monitoring/coaching program, and funding to implement a performance-based compensation system. pg. e20.

Strengths:

- i). One rationale by IAF Goal 1: is to improve educator effectiveness through HCMS and PBCS. Then an Objective 1:1 would follow: Providing ongoing professional development to 100% of new hires and returning teachers by yearly benchmarks. pg. e20.
- ii) There are many goals and objectives listed in this section by the applicant which uses appropriate methodological tools to ensure successful achievement of project objectives. pgs. e20-21.
- iii.) IAF has identified CT3 as the best training program to meet their professional development needs. pg. e31 CT3's approach builds upon the research-validated Nonsense Nurturer method which is designed to develop classroom cultures and instructional experiences with increasing complexity and rigor. pg. e31. Cutting-edge coaching model Real Time Teacher Coaching. trains new or existing coaches. Methods of evaluation will provide performance feedback. IAF understands that evaluator and calibration are crucial to ensure everyone is on the same page. Pg e21.

**Weaknesses:**

Interventions based on a more high-quality review of the current relevant literature were not referenced accordingly in this section by IAF.



### 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: IAF has years of experience administering federal, state, and local government and foundation grant programs and therefore can implement needs-based programs including healthcare, mental health services, social-emotional learning, safety, physical education, academic enrichment, personal growth, mindfulness, etc. pgs. e38 and pgs. e44. IAF can achieve the objectives of the proposed project on time and within budget based on its record of collaborating with community partners and developing a long-term management plan for additional professional development. pg. e44.

Strengths: IAF clearly defined expectations related to what is required to receive incentive pay, including improvements in student attendance and academic achievement. pg. e35. Improving teacher salaries based on performance will advance retention rates and student academic outcomes by the applicant. pg. e34. Key personnel with resume information are provided by IAF to assist with these goals of teacher retention and promoting student academic performance.

#### Weaknesses:

Lower retention rates also lead to lower rates of teachers who are appropriately certified and placed. Pg. e17. The turnover of staff may critically affect these measurements.

### 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:

i): Giving diverse teachers a voice and choice in their own learning is IAF's way of strengthening its workforce to meet the demands of student performance.

ii.) Teacher and School Leader funding will allow IAF to expand and enhance its training efforts to address the unique

needs of its students. pg. e43.

iii) A steering committee set up by the Board of Directors at IAF will be integral in developing longevity strategies and a sustainability plan to address personnel and expenses, leadership, funding, and evaluation. pg. e44. A qualified independent evaluator will work closely with the executive team to track progress and troubleshoot implementation gaps ensuring that the goals and objectives of the grant are met. pg. e41

#### **Weaknesses:**

A steering committee from the Board of Directors will identify a financial model for sustaining proposed activities beyond the grant period. pg. e44 The many stakeholders of IAF are not mentioned to be included during the decision-making process of reviewing the finances of the project.

**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 applicant proposes that Empowering Educators which uses teacher performance results increase the number and proportion of effective educators and inform the HCMS of IAF to help make decisions related to recruitment, hiring, professional development, and many other elements in looking at teacher performance. pg. e14.

Strengths: The HCMS of IAF will look at sources of inequity and inadequacy regarding promotion, retention, dismissal, and performance-based compensation to ensure underserved students have educators with strong backgrounds and experience. pg. e14.

**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:**

N/A

**Weaknesses:**

N/A

**Reader's Score:** 0

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**Status:** Submitted

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