

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

Status: Submitted

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

Technical Review Coversheet

Applicant: Lindsay Unified School District (S374A230012)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	20	17
Quality of Project Design		
1. Project Design	25	20
Quality of the Management Plan		
1. Management Plan	25	25
Adequacy of Resources		
1. Resources	30	27
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 #5 - TSL Panel - 5: 84.374A

Reader #1: *****

Applicant: Lindsay Unified School District (S374A230012)

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 and identifies gaps for minority and underperforming schools. The application addresses efforts to improve outcomes using existing funding streams through the state. The application provides a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. However, the application provides limited discussion on the design of the appropriateness of the project to successfully address the needs of the target population or other identified needs.

i. The application documents specific gaps and weaknesses in services throughout the project. For example, the application documents sufficient data on student needs (academic achievement) and methods to improve teaching (teacher leadership) in an underperforming school. (e. 25).

ii. The application adequately documents related efforts to improve relevant outcomes using existing funding streams from other programs or policies supported by community, state, and federal resources. For example, the Teacher Residency Program (2020-2021) was funded by the state funding, and the applicant has a strong partnership with Alder Graduate School of Education (e. 28).

iii. The application provides a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. For example, the application describes teacher leadership program efforts to improve teaching and learning to address the need for educators who have a lack of formal career, lack of trained mentors, coaching, support, etc .(e. 19).

iv. No strengths noted.

Weaknesses:

i. No weaknesses noted.

ii. No weaknesses noted.

iii. No weaknesses noted.

iv. The application provides limited discussion in which the design of the proposed project is appropriate and will successfully address the needs of the target population or other identified needs. For example, the application provides content on page e15 showing that the district is composed of six elementary schools (k-8), one high school, and an alternative school which equates to a total of 8 schools. However, the application shows confusion on Pg. e 18 with a chart that illustrates the FRPM for the schools in their district and there are 10 schools listed. (e.18).

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 quality of the project design is adequate. The application provides a rationale for the project and includes a thorough, high-quality review of the relevant literature and the use of appropriate methodological tools to ensure successful achievement of project objectives. However, the application identifies limited project methods of evaluation that will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. The application provides limited discussion about the design of the proposed project.

i. The application adequately addresses the project rationale. For example, the application demonstrates how the CORE Program's design is based off the Theory of Action which illustrates a rationale for effective leadership learning opportunities to all district educators (e. 14).

ii. The application provides a high-quality review of the literature. For example, the applicant uses relevant literature and resources to guide the dynamics of CORE with a goal to gain highly competent educators by outlining 4 key components to increase effectiveness and retention (e.26).

ii. There are appropriate methodological tools used to ensure achievement of project outcomes. For example, the Grow Your Own (GYO) program offers 10 undergraduate educators financial assistance to participate in a teacher residency program in an attempt to gain skilled and trained leaders. Furthermore, the Emerging Teacher Pathway offers 25 teachers an opportunity to earn their Master's degree (e.19).

iii. No strengths noted.

Weaknesses:

i. No weaknesses noted.

ii. No weaknesses noted.

iii. The application discusses limited performance measures. For example, the application states that they will use descriptive statistics and advance statistical analysis techniques but doesn't thoroughly describe how this will be accomplished (pg. e45). There is no evidence of evaluation that will provide performance feedback and permit periodic assessment. The chart of performance measures chart is unclear and incomplete (e. 45).

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. Quality of the Management Plan (25 points)

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

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

Strengths:

Overview: The application provides an exceptional quality management plan to achieve the project objectives on time and within budget. The management plan includes clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The applicant provides timelines and milestones for accomplishing project tasks. (pg. e41). There are short term, mid-term, and long-term outcomes. Additionally, the application provides a Logic Model that is thorough and appropriate for the project (e. 41). The application also outlines a management plan with three sufficient objectives that focus on increasing student achievement, educator effectiveness, and the number of teacher leader evaluations. (e. 58) The application clearly identified roles and responsibilities for monitoring outcomes. (e. 41).

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. Adequacy of Resources (30 points)

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

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

Strengths:

Overview: The application provides adequate resources for the project that will result in system change and improvement. The proposed project demonstrates that it will likely build local capacity to provide, improve, or expand services that address the needs of the target population. The application demonstrates it has resources to operate the project beyond the length of the grant that includes demonstrated commitment from partners and support from stakeholders. However, it the application doesn't present a multi-year financial and operating model and accompanying plan.

i. The application describes an adult learning curriculum to expand the HCMS to provide quality personalized instruction. (e.36).

ii. The application provides exceptional collaborations and partnerships with existing agencies such as Transcend, Alder Graduate School of Education, and Digital Promise that are all agencies that work with underserved populations (e. 51).

iii. The application provides letters of support which shows exceptional resources, community assistance, budgetary aid, and support for LUSD. The application discusses multiple community partnerships showing commitment. (e. 56 and Appendix C) and support from stakeholders.

iii. No strengths noted.

Weaknesses:

i. No weaknesses noted.

ii. No weaknesses noted.

iii. The application did not present a multi-year financial or operation plan which makes it unclear when determining sustainability of funding beyond the grant (e. 56).

Reader's Score: 27

Priority Questions**Competitive Preference Priority - Competitive Preference Priority 1****1. Competitive Preference Priority 1:**

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

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

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

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

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

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

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

Strengths:

Overview: The application demonstrates an exceptional project designed to promote educational equity and adequacy in resources and opportunity for underserved students in elementary, middle, high school and career and technical educational programs. The application provides a plan to retain fully certified educators in high need schools. In addition, the application provides adequate methods to improve retention of educators in underrepresented backgrounds.

a. The application illustrates a career advancement pathway for high school students to post-secondary education to support underrepresented populations. There are training programs for elementary and middle school settings. The application includes a proven transformative model that is nationally recognized in the US. The applicant published Beyond Reform in 2017 (e.54) which adds to the body of existing literature.

b. The application clearly identifies a CORE leadership program designed to improve teacher retention and act as an effort to obtain effective leadership.b.2. The applicant plans to use leadership pathways and an academy to improve teacher retention (e. 14).

Weaknesses:

a. No weaknesses noted.

b. No weaknesses noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2**1. Competitive Preference Priority 2:**

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

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

Strengths:

Overview: The application demonstrates a project that is designed to increase the proportion of well-prepared, diverse, and effective educators serving students. The application also addresses and focuses on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.

The application provides a plan to diversify workforce through their Teacher Residency Program. The application illustrates a high need based off 100% participation rate in their free and reduced lunch program in the district which demonstrates the project addresses underserved students. The programs in the application are developed to hire, support, and retain effective educators. The application provides a comprehensive logic model that supports development of educator diversity. The application demonstrates how their HCMS framework will support Human Resources to measure educator effectiveness and retention (e. 58).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

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Technical Review Coversheet

Applicant: Lindsay Unified School District (S374A230012)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	20	16
Quality of Project Design		
1. Project Design	25	23
Quality of the Management Plan		
1. Management Plan	25	25
Adequacy of Resources		
1. Resources	30	28
Sub Total	100	92
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	102

Technical Review Form

Panel #5 - TSL Panel - 5: 84.374A

Reader #2: *****

Applicant: Lindsay Unified School District (S374A230012)

Questions

Selection Criteria - Need for Project

1. Need for Project (20 points)

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

(i) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

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

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

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

Strengths:

Overview: Overall, the applicant presented an adequate need for the project. The application documented 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. The applicant documented 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. However, the applicant documented specific gaps or weaknesses in limited ways. In addition, the applicant documented 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 in limited ways.

1- The applicant documented specific gaps and weaknesses in services that will be addressed by the proposed project. For example, the applicant includes a significant achievement gap among students with disabilities and English Learners. The applicant's narrative acknowledges challenges with overall academic growth and the lack of highly skilled leadership. (e16-18)

2- The applicant provided reasonable strategies that demonstrate that the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding streams from other programs. For example, the applicant's narrative states that the proposed project will build upon the efforts of the Empower Lindsay project. By integrating the proposed project with previous efforts, the applicant's proposed project appears to further ensure that educators and leaders become fully competent in key instructional areas. (e21-22)

3- The applicant provided information that suggests that the proposed project is a part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. For example, the applicant's proposed project will incorporate a teacher residency component with Alder Graduate School of Education. The applicant provided relevant research that shows successful outcomes related to improving teaching and learning with similar teacher residency programs. (e22-24)

4- The applicant's proposal is justifiable and outlines strategies that suggest that the project will successfully address the needs of the target population and other identified needs. For example, the applicant provided a comprehensive table that clearly aligns the identified gaps with solutions that will be used for the gaps. To address lack of trained mentors to provide coaching and support for all levels of the organization, the applicant proposes to develop a coaching structure for mentors to support teacher post completion of the program. (e25)

Weaknesses:

1- The applicant's narrative related to gaps or weaknesses in services, infrastructure, or opportunities lack specificity and details to their school district. For example, the applicant acknowledges challenges with overall academic growth and the lack of highly skilled leadership. However, the applicant does not provide data or evidence to support these challenges that are specific to their district. The applicant's narrative lacks specifics related to their districts specific gaps or weaknesses related to services and infrastructure. More specifically, the reasons for the lack of overall academic growth or lack of highly skilled leadership are unclear. (e16-20)

2- No weaknesses noted.

3- The applicant's narrative describing how the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students lacks critical details and is limited in nature. For example, the applicant states that they will partner with Alder Graduate School of Education to implement a teacher residency program. However, the applicant's narrative does not clearly present how this component will directly improve teaching and learning in their school district. More information is needed as to how the proposed teacher residency will directly impact the teachers and students within their school district. (e22-24)

4- No weaknesses noted.

Reader's Score: 16

Selection Criteria - Quality of Project Design

1. Quality of the Project Design (25 points)

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

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

Strengths:

Overview: Overall, the applicant's project design is adequate. The application discusses the extent to which the proposed project demonstrates a rationale. The applicant documented the extent to which the design of the proposed project includes a thorough, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives. The applicant demonstrated the extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes in limited ways.

1- The applicant provided a comprehensive rationale for the proposed project design. For example, the applicant's proposed project will focus on four critical areas. The applicant provided a well-developed summary that justifies each critical area and the design of project services. The applicant's summary is heavily supported by research best practices. (e27-31)

2- The applicant's narrative clearly includes a high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives. For example, the applicant provided relevant literature and a review of the literature for each key component of the proposed project. The applicant's narrative includes a detailed project implementation plan that is thorough and well-developed. Furthermore, the applicant's narrative clearly describes the ways which methodological tools will be used. Some methodological tools that will be used include surveys, interviews and student performance data. The applicant proposes to use quantitative and qualitative research data. (e27-32)

3- The applicant provided a plan that describes the extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes. For example, the applicant will use multiple data sources such as educator recruitment and retention data disaggregated by key demographics, teacher and leader surveys and focus groups; teacher and leader participation tracking/attendance logs; training observations; project leadership and district partner interviews; leadership pathways participation disaggregated by key demographics; and longitudinal data on the number of administrators hired from pathways. (e35-40)

Weaknesses:

1- No weaknesses noted.

2- No weaknesses noted.

3- The applicant provided a limited narratives that describes a plan to permit periodic assessment of progress towards achieving intended outcome. For example, the applicant's narrative states that they periodically assess program activities. However, an actual plan as to how this information will be collected and who will lead this effort is not clearly presented. (e35-40)

Reader's Score: 23

Selection Criteria - Quality of the Management Plan

1. Quality of the Management Plan (25 points)

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

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

Strengths:

Overview: The applicant's quality of management plan is exceptional. The applicant's proposed management plan demonstrates a high level of ability amongst project staff to ensure the success of a project of this magnitude. The applicant provided a detailed budget table and narrative that is aligned with achieving the proposed project objectives. In addition, the applicant provided a detailed narrative that describes their proposed project timeline, and milestones for accomplishing tasks. The applicant's management plan is detailed and well-developed. The applicant's management plan provides a quality blueprint that can lead to a successful implementation of the proposed project to produce positive outcomes.

The applicant provided a detailed management plan to achieve the objectives of the proposed project and the plan

included defined responsibilities, timelines, and milestones for accomplishing project tasks. The applicant provided a detailed table that demonstrates the tasks that are delegated to each project staff person and the timeline for each project activity. The proposed project leader and staff appear to be professionals with the right educational background and experiences to implement a project of this magnitude. The applicant's budget is clearly aligned with the proposed project activities. The applicant's management plan design is exceptional. The applicant's plan to achieve the objectives of the proposed project on time and within budget is comprehensive. (e41-43)

Weaknesses:

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. Adequacy of Resources (30 points)

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

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

Strengths:

Overview: The applicant demonstrated their adequacy of resources in an exceptional way. The applicant demonstrated a strong likelihood that the proposed project will result in system change or improvement. The applicant demonstrated that the project will build local capacity to provide, improve, or expand services that address the needs of the target population. However, the application is limited in demonstrating that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success.

1- The applicant clearly demonstrated a strong likelihood that the proposed project will result in system change or improvement. For example, the applicant's narrative asserts that the proposed project will create a sustainable instructional leadership pipeline. This sustainable instructional leadership pipeline will improve the academic performance of students. (e53-54)

2- The applicant fully demonstrated the ways in which their proposed project will build local capacity to provide, improve, or expand services that address the needs of the target population. For example, as a result of the proposed project the applicant asserts that there will be continuous improvement and innovations for learners. The applicant provided evidence that the pipeline of instructional leaders as a result of the proposed project can become a model for other districts and thus the need to expand services. (e55)

3- The applicant demonstrated that it has the resources to operate the project beyond the length of the grant. For example, the applicant asserts that the school district will contribute \$4,349,932 in matching funds over three years. The applicant's matching funds offer demonstrates a deep commitment to the success of the project post grant period. In

addition, the applicant provided evidence demonstrating other programs which they have sustained post grant funding periods. This suggests that the applicant is fully capable of supporting the proposed project efforts post grant funding. In addition, the applicant provided letters from various organizations to demonstrate strong community stakeholder support. (e56)

Weaknesses:

- 1- No weaknesses noted.
- 2- No weaknesses noted.
- 3- The applicant provided a limited narrative that demonstrates it has the resources to operate the project beyond the length of the grant. For example, the applicant narrative does not include a multi-year financial and operating model. (e55-57)

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's proposed project includes a clear detailed to promote educational equity and adequacy in resources for underserved students. The applicant demonstrated the educational setting of the proposed project. The applicant documented a plan to increase the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers.

A- The applicant demonstrated that the proposed project will be implemented in multiple elementary, middle and high schools. (e13-14)

B- The applicant clearly provided a plan to increase the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers. For example, the applicant's proposed project will utilize a performance-based compensation system to improve instructional and leadership practices. In addition, the applicant's proposed project includes several activities that train leaders and mentors to engage and mentor families of poverty. (e14)

Weaknesses:

A. No weaknesses noted.

B. No weaknesses noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

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

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

Strengths:

Overview: The applicant addressed all the requirements to meet this competitive priority preference. For example, the applicant's proposed project includes a component that specifically seeks to hire and retain more Hispanic teachers. As a result, one can conclude that the applicant's proposed project strongly supports a diverse educator workforce due to their intentional hiring and retention activities of minority educators.

The applicant provided a plan that is designed to increase the proportion of well-prepared, diverse, and effective educators serving students. For example, the applicant's proposed project seeks to increase the number of Hispanic teachers from 51% to 53%. This will be done through increased advertisement and recruitment efforts with external partners. The applicant plans to expand previous efforts of teacher recruitment through the Grow Your Own Pipeline program. The applicant's plan includes partnerships that will work to hire teachers from different backgrounds. The applicant's plan includes a detail recruitment plan to aims to hire teachers of color. (e15)

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Status: Submitted

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Technical Review Coversheet

Applicant: Lindsay Unified School District (S374A230012)

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	25
Adequacy of Resources		
1. Resources	30	26
Sub Total	100	90
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	100

Technical Review Form

Panel #5 - TSL Panel - 5: 84.374A

Reader #3: *****

Applicant: Lindsay Unified School District (S374A230012)

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 need for the project in adequate ways. The application describes how it will integrate with and build on similar or efforts within the district. The application describes how the proposed project will use funding streams from other programs supported by community, State, and Federal resources. The application demonstrates how it is part of a comprehensive effort aimed at improving teaching and learning and describes its plan for implementing strategies aimed at successfully targeting teaching and learning. However, the application does not clearly describe the needs and gaps specific to the targeted school district.

Strengths:

- (i) The application describes how needs and gaps will be addressed by the proposed project, Grow Your Own (GYO) program, including a learner-centered approach, a Performance-based System (PBS), where learners advance at their own pace to demonstrate mastery on measurable learning objectives; and the use of a digital Learning Management System (LMS) to deliver personalized curriculum and to provide real-time learning progress and data to learners, staff, and parents. (pg. e15-e19)
- (ii) The application effectively demonstrates how the proposed project will integrate and build on programs that are learner-centered, performance-based, such as Empower Lindsay (TSL 2017) in which all programs are integrated and aligned with the applicant district's Strategic Design, continuing to offer leadership training for highly competent teacher leadership teams, and supported through the allocation of resources from general funds, LCAP (Local Control and Accountability Plan funds), and the State, Federal, and local funding sources. (pg. e20-e22)
- (iii) The application effectively demonstrates how the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students, building on the foundation for systems change through Race to the Top (2012) and Empower Lindsay (2017), in which all policies and programs are integrated and aligned with the Strategic Design, and through the development of open-sourced teacher and leader development pathways, design of learner-centered leadership pathways, and in compliance with California's State Plan for Equitable

Access to Excellent Educators in high-needs schools. (pg. e22-e24)

(iv) The application describes a design of the proposed project that is appropriate to, and will successfully address, the identified needs by thoroughly aligning gaps (lack of formal career pathways to create a pipeline into teaching and leadership; lack of trained mentors to provide coaching and support for all levels of the organization; lack of administrative skills in instructional coaching, feedback, supervision, and evaluation; lack of training in PBS components for classified staff entering classrooms as teachers; low numbers of educators reaching the highest level on formal evaluation; and slow student achievement growth in core learning areas) to solutions, such as a personalized leadership career pathway, Grow Your Own pipeline, mentor pathway, Leadership Academy, Emerging Teacher Pathway, and professional learning that will be provided during the Grow Your Own program. (pg. e25)

Weaknesses:

(i) The application does not describe the specific weaknesses of the target schools. There are inconsistencies in the number of high-need schools that will be served in the proposed project. (pgs. e10; e18)

(ii) No weaknesses were noted.

(iii) No weaknesses were noted.

(iv) No weaknesses were noted.

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 application describes an adequate project design for the proposed project. The proposed project is designed around a consistent rationale and includes a detailed logic model that aligns project activities with intended outcomes. The application includes a thorough, high-quality review of the relevant literature informed by evidence-based practices. Further, there is evidence that the proposed methodological tools are appropriate. However, the methods of evaluation do not describe how the periodic assessment of progress will achieve the intended outcomes.

Strengths:

(i) The application demonstrates that the proposed project, Cultivating Opportunities in the Redesign of Equity in Education (CORE), will advance the district's educational community to the next level and enhance its Human Capital Management System (HCMS), its performance-based compensation system with targeted leadership pathways. The

design demonstrates a clear rationale that is informed by research indicating that components are likely to improve relevant outcomes, and will focus on the following Theory of Action/Rationale: By designing and delivering effective leadership learning opportunities to all district educators, the proposed program will have highly competent learner-centered leadership teams at every learning community and with every initiative. The four key areas that form the cornerstone of the project include: Pipelines into Teaching and Leading; Leadership pathways; Advanced Professional Learning; and Expansion of the HCMS to track and support professional learning for all educators. (pg. e26-e37)

(ii) The application effectively demonstrates the design of the proposed project that includes a thorough, high-quality review of the relevant literature informed by evidence-based practices demonstrating the potential of the project to positively impact educator effectiveness and retention and increase learning outcomes and utilize human capital management systems in high-need schools; a high-quality plan for project implementation, including a genuine culture of leadership development; and the use of appropriate methodological tools to ensure successful achievement of project objectives. The data sources (measurement tools) include educator recruitment and retention data disaggregated by key demographics, teacher and leader surveys and focus groups, and other sources. (pg. e37-e40)

(iii) The application describes the roles of the Leadership Team and the Evaluation Team in monitoring the implementation progress. The applicant aligns the data to be collected and the Performance Measures/Project Objectives (PM/PO). The application demonstrates how the evaluation will provide recommendations for modifications and improvement. (pg. e41-e47)

Weaknesses:

(i) No weaknesses were noted.

(ii) No weaknesses were noted.

(iii) The methods of evaluation do not describe how the periodic assessment of progress will achieve the intended outcomes. (pg. e45)

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 application describes a clear management plan to achieve the objectives of the proposed project. The management plan includes clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Strengths:

The application demonstrates a strong management plan to achieve the measurable objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones (grant management; Grow

Your Own Pipeline; Teacher Residency Pathway; Leadership Pathways; Emerging Teacher; Advanced Professional Learning; Leadership Academy; HCMS; and Measurement) for accomplishing project tasks. The application describes the time commitments and responsibilities of the following key personnel: Project Coordinator and the District Coordinator of the Teacher Residency Program. The project will hire three individuals (2.4 FTE) consisting of a Project Coordinator (1.0 FTE) to oversee the project, a Secretary to the Coordinator (1.0 FTE) to provide clerical assistance to the project, and the District Coordinator of the Teacher Residency Program (0.4 FTE) who will focus on Residency and Grow Your Own pipeline activities. The application identifies the Coordinating Committee members who will meet monthly to provide feedback on the project and to ensure successful implementation of project components and the accomplishment of all grant objectives. The applicant provides a detailed job description for the Project Coordinator. (pg. e41-e43; e47-e53; e114)

Weaknesses:

No weaknesses were noted.

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. Adequacy of Resources (30 points)

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

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

Strengths:

Overview:

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

Strengths:

(i) The application demonstrates how the proposed project will result in system change or improvement. The application describes the following four (4) components that will result in system-wide improvements: leveraging the Grow Your Own approach will create a local sustainable, instructional leadership pipeline at the site and district levels; the integration of the Performance-based Compensation (PBC) structure will assist in attracting, developing, and retaining highly qualified teachers and leaders; the personalized development pathways will ensure that teachers and leaders build capacity and skills that support their own goals and experiences; the Adult Learning Curriculum and expansion of the feedback tool in the HCMS will build teacher and leader capacity to provide high quality personalized instruction; and the findings from evaluation and research will drive decisions for continuous improvement and serve as a blueprint of effective educator

recruitment, development, and retention. (pg. e53-e54)

(ii) The proposed project is clearly focused on building local capacity to provide, improve, and expand services that address the needs of the target population. The proposed project, through its evidence-based design, focusing on implementation with fidelity and addressing the needs of the target population, will offer lasting change, resulting in improved outcomes. The applicant's Grow Your Own is creating a pipeline of homegrown talent native to PBS with an understanding of the socioeconomic and cultural needs of the school district's learners, which will last for decades into the future. The applicant's transformative work has become a national model for advancing highly reliable education systems throughout the United States. (pg. e54-e55)

(iii) The district will contribute \$4,349,932 in match funding over three years (51.2% of requested funds), demonstrating a significant commitment to the proposed project. The proposed project is a collaborative effort between the Teachers Association (LTA), classified union, teachers, principals, community leaders, businesses, parents, and learners who were involved in the creation of the Strategic Design and have continued their commitment to work together in a learner-centered school system. For example, the proposed project demonstrates the commitment of numerous partners that have and will continue to contribute their support, time, and expertise to CORE Lindsay. The proposed project is designed to build on sustainable infrastructure supported by policies and procedures aligned to the Strategic Design and district initiatives. Letters of support are included in the Appendix. (pg. 55-e56; e73-e101)

Weaknesses:

(i) No weaknesses were noted.

(ii) No weaknesses were noted.

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

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 demonstrates that the proposed project is designed to promote educational equity and adequacy in resources and opportunity for underserved students. The application indicates that the proposed project will increase the number and proportion of experienced, fully certified, in-field, and effective educators; and train teachers and learners to excel in the nationally recognized performance-based system and ensure that all components are personalized for each learner's success.

Strengths:

(a) The applicant demonstrates that the proposed project is designed to promote educational equity and adequacy in resources and opportunity for underserved students in the following educational settings: elementary school, middle school, high school, and career and technical education programs. In 2017, the applicant was awarded a Teacher and School Leader grant, Empower Lindsay, to advance the established Human Capital Management System (HCMS) to foster equity in access to effective educators, learning resources, and career advancement opportunities. CORE Lindsay will build on the foundation for systems change established by Empower Lindsay, and focus on a learner-centered learning environment to ensure that every learner has an effective teacher, and every learning community has effective leaders. The proposed project will prioritize the development of training of leaders and mentors who can effectively engage, and mentor families of poverty to ensure equitable access to school and community resources. (pgs. e13-e14)

(b) The application demonstrates that the proposed project examines the sources of inequity and inadequacy and implements responses, such as: (1) Increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers. For example, the proposed project will train teachers and learners to excel in the nationally recognized performance-based system and ensure that all components are personalized for each learner's success. The application indicates that nearly 100% of the targeted school learners are socioeconomically disadvantaged and one-third of the households earn less than the Federal Poverty Level. Therefore, the proposed project will prioritize the development of training of leaders and mentors who will be able to engage and mentor families of poverty. (pg. e13-e14)

Weaknesses:

(a) No weaknesses were noted.

(b) No weaknesses were noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2:

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

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

Strengths:

Overview:

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

Strengths:

Through the Grow Your Own (GYO) pipeline, the applicant has achieved successful outcomes by recruiting educators who reflect the community's demographics. With the completion of the pipeline over five years, the number of Hispanic educators in the certificated staff has increased to 53%. Before receiving TSL funding in 2017, the district had 45% Hispanic and 51% white educators, while the student population was 93.2% Hispanic, aligning with the targeted community. The proposed project will continue the positive strategies that have achieved success through the Grow Your Own pipeline. (pg. e14-e15)

Weaknesses:

No weaknesses were noted.

Reader's Score: **5**

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