

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

Status: Submitted

Last Updated: 07/28/2023 04:18 PM

Technical Review Coversheet

Applicant: National Ctr for Hebrew Language Charter School Excellence (S374A230005)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	20	14
Quality of Project Design		
1. Project Design	25	24
Quality of the Management Plan		
1. Management Plan	25	25
Adequacy of Resources		
1. Resources	30	26
Sub Total	100	89
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	5	5
Competitive Preference Priority 2		
1. Diverse Workforce	5	1
Sub Total	10	6
Total	110	95

Technical Review Form

Panel #3 - TSL Panel - 3: 84.374A

Reader #1: *****

Applicant: National Ctr for Hebrew Language Charter School Excellence (S374A230005)

Questions

Selection Criteria - Need for Project

1. Need for Project (20 points)

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

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

Strengths:

The narrative includes details related to the current program activities and offerings of the school but lacks details regarding what will be done to address gaps in the program. The narrative does not support a clear need for the project beyond anecdotal information and national data sources.

- (i) The narrative includes clear support for the need of the project to address gaps in teacher staffing. For example, the anecdotal information regarding the lack of applicants supports the idea that there are fewer available applicants (p. e18). The narrative identifies specific needs related to hiring and retention that limit their ability to maintain a staff sufficient to provide adequate instruction. For example, the competition for first-year teachers is significant in the surrounding districts (p. e18).
- (ii) The narrative includes a clear description of the professional learning that may impact a teacher's ability to teach and could influence a teacher to remain with the school (p. e20).
- (iii) The narrative includes a well-developed summary of the academic focus of the proposed school (p. e21). The proposed project will align well with the current professional learning and will augment the ability of teachers to instruct in the classroom. For example, the use of high-quality professional learning tools, such as Teach Like a Champion, should improve instruction to address state standards (p. e20).
- (iv) No strengths were identified.

Weaknesses:

- (i) It is unclear how the project will address some of the gaps identified in the narrative. For example, most of the examples are related to the decisions or strategies of other agencies where the applicant will have no influence or impact (p. e18). The project design purports to address instructional support at the school, but the narrative does not identify this

as a need or concern (p. e22 & e18).

(ii) It is unclear how the focus on professional development is aligned to the areas of need identified in the narrative (p. e19) and how it will be integrated into the new work done through the grant.

(iii) No weaknesses were noted.

(iv) The narrative provides a summary of what the authors believe but does not include information related to what will be done to address needs identified earlier in the narrative (p. e24 & e19). The narrative includes data to highlight a national concern but states there is no data to support those conclusions in their current school or district, with whom the funding will be used (p. e25).

Reader's Score: 14

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 project design is well-developed and includes details related to relevant research to support the use of the many methodological tools within the proposed plan. The narrative includes clear data collection to provide meaningful feedback and could have an impact on the participating teachers if implemented well.

(i) The narrative is clearly based on a rationale for impact on the participating school. For example, the focus on three distinct researched based levers will center the project and aligns the many activities throughout the implementation (p. e25).

(ii) The narrative includes an extensive review of high-quality literature that strongly supports the inclusion of the activities in the project. For example, the narrative provides strong support for the development of coaches to impact teacher performance based on relevant literature (p. e29). The project includes a well-developed narrative that outlines each of the project activities, some potential implementation timelines, and the methodological tools that will be used throughout the project. For example, the narrative clearly outlines the rollout of the Human Capital Management System and how data will be collected to provide feedback (p. e33).

(iii) The narrative includes a well-developed evaluation plan that outlines the type and frequency of feedback that will be provided to project staff (p. e41). The inclusion of specific objectives with linkage to data collection measures will provide meaningful information for decision-making throughout the project (p. e39).

Weaknesses:

- (i) No weaknesses were noted.
- (ii) It is unclear when all the various project activities will occur and who will be served. For example, the narrative lacks an outline of when coaching will be received by teachers (p. e30).
- (iii) No weaknesses were noted.

Reader's Score: 24

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 management plan included is well developed and provides sufficient detail regarding the timelines and milestones of the project implementation. The potential staff possesses the requisite experience to implement the planned activities.

The well-detailed management plan is more than adequate to enable the applicant to achieve the objectives of the proposed project on time and within budget (p. e45). The proposal includes a detailed list of responsibilities, broken down for each of the personnel that clearly outlines how they will support the project activities (p. e42). The included chart broken down by annual tasks includes adequate milestones for each of the three identified project levers (e165). The included budget is clearly defined and aligned with the proposed project (p. e160). The proposed time allocation of the project staff is appropriate to their workload and will be adequate to implement the planned activities. For example, the Project Director will spend 100% of their time on the grant (p. e42). The included resumes for the project staff demonstrate expertise and experience in the areas associated with the project that would result in the successful implementation of the project (p. e43).

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:

The project has the potential to impact current staff and increase their ability to teach and increase their salaries. The project lacks details on how it will impact recruitment beyond strengthened university partnerships. The funding provided to the school will sufficiently fund the ongoing activities.

(i) The narrative includes support for the potential for impact and change on teachers served through the proposed activities. For example, the increase in targeted coaching has an impact to improve instructional practice which could lead to an increase in retention (p. e29).

(ii) The proposed project is well-designed to provide support to the educators working in the current system. For example, the increase in incentives for current employees may serve to retain them in their positions (p. e31).

(iii) The applicants clearly have the resources necessary to continue to fund the project activities after the project ends as is demonstrated by the \$30,497 projected allocation in the 2027-28 school year (p. e51). The philanthropic activities and projected student enrollment increases are sufficient evidence of adequate financial support for the project following grant funding (p. e53).

Weaknesses:

(i) It is unclear where Need 2 (p. e48) was supported, addressed, or identified in the data or activities provided throughout the narrative. For example, the section outlining the needs for the project does not include information related to a necessary pipeline (p. e17). The activities outlined in the project design do not identify a focus on hiring or recruiting but rather on strengthening a current university partnership (p. e37). The narrative lacks a description of activities to recruit or retain a more diverse staff as stated in Need 2 (p. e48).

(ii) No weaknesses were noted.

(iii) No weaknesses were noted.

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 proposed project includes a model that will impact the current teaching staff and could potentially help retain those staff members.

The project provides resources and activities that will improve the ability of teachers to provide instruction which may impact retention rates at the proposed schools (p. e16). The project clearly proposes a plan to impact the retention of high-quality staff members (p. e19).

Weaknesses:

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:

The narrative lacks information on how the project will seek out a diverse teaching staff.

No strengths were noted.

Weaknesses:

The needs data presented in the narrative lacks support for a focus on the diversity of staff members beyond the Hebrew classes required at the school (p. e18). The activities proposed in the narrative lack a focus on diversity of hiring or a systemic approach to addressing hiring practices around diversity (p. e22).

Reader's Score: 1

Status: Submitted

Last Updated: 07/28/2023 04:18 PM

Status: Submitted

Last Updated: 07/28/2023 02:59 PM

Technical Review Coversheet

Applicant: National Ctr for Hebrew Language Charter School Excellence (S374A230005)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	20	17
Quality of Project Design		
1. Project Design	25	25
Quality of the Management Plan		
1. Management Plan	25	25
Adequacy of Resources		
1. Resources	30	28
Sub Total	100	95
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	5	5
Competitive Preference Priority 2		
1. Diverse Workforce	5	1
Sub Total	10	6
Total	110	101

Technical Review Form

Panel #3 - TSL Panel - 3: 84.374A

Reader #2: *****

Applicant: National Ctr for Hebrew Language Charter School Excellence (S374A230005)

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 has a high-quality and comprehensive plan for a proposed project that is designed to address identified gaps while also integrating into existing funding streams as part of a comprehensive plan to improve teaching and learning.

Strengths:

- (i) The applicant provided sufficient detail regarding the need to hire and retain highly qualified teachers. They noted that they have struggled to retain and hire teachers with full certifications. Across the four schools in the project, they all have less than 60% of their faculty as fully certified teachers. They note that this is partially due to retention, but they also have trouble finding teachers. (e18-e19)
- (ii) The applicant notes that they have a professional development program that will be expanded, and the current program is funded through local, state, and Title II federal resources. These PD opportunities will be expanded through the project implementation that will focus on professional development, teacher leadership support, and the implementation of a performance-based compensation system. (e20)
- (iii) The applicant provided a clear example of how the new project is designed to fit within the existing plan for supporting rigorous teaching and learning. The existing supports include specific attention on differentiated instruction, world language instruction, social-emotional learning, diversity, equity, and inclusion, as well as professional development and career pathways for teachers. (e21-22)
- (iv) The applicant notes that their program design is intentionally focused on recruiting and retaining high-quality instructors with an intentional focus on supporting teachers of color. They also note that they have a diverse population of students and are intentional about designing their support processes to ensure a teaching force that is equally diverse. (e24 & 25)

Weaknesses:

(i) The applicant notes national trends and gaps that are replicated nationally but are not specifically explaining their local needs and gaps. They have not provided any specific information about the demographics of their students (academic challenges, poverty, etc.). They have also not provided much specific detail about their challenge in recruiting and retraining highly-qualified teachers, just general anecdotal information. More specific detail here would strengthen this section. (e18-19)

(ii) No weaknesses noted.

(iii) No weaknesses noted.

(iv) Because they have not fully articulated the need with data/evidence, it is unclear how the target population is being supported specifically through this grant. They intend to provide support for faculty, as well as the development of a performance-based compensation system but do not provide sufficient detail about the target population. (e24-25)

Reader's Score: 17

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

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

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

Strengths:

Overview:

The applicant has a high-quality well-developed proposed project design. They have a strong rationale for the design and an extensive literature review that is connected to the project goals as well as the identified activities.

Strengths:

(i) The applicant has a well-developed three-lever approach for their project implementation. This includes strengthening instructional model support by building the instructional capacity of their educators, codifying and clarifying career pathways for teachers through the development of compensated teacher leadership opportunities, and finally, rewarding educator excellence through the development of a performance-based compensation system. (e25-27).

For each of their project activities, they explain how it connects to the identified needs, provide and note a clear plan for both implementation as well as connecting it to methodological tools where relevant. They have provided a clear rationale for their needs statements and gap analysis. (e28-e38)

(ii) The applicant has provided a comprehensive plan, with the logic model, that is built on extensive analysis of relevant literature. For each of their three levers, they have outlined additional aligned strategies. Their literature review is tied to each of their planned levers. For example, they note that a current challenge with teacher compensation models tied to years of service is that it does not consider the specific focus on student growth and learning. They identify applicable research that supports this and note that they want to reward teachers not just for teaching, but for supporting student growth. (e27)

They have a comprehensive logic model guiding their implementation plan and an extensive detailed plan for implementing their project proposal. They also identify areas of impact that are related to the different outcomes outlined on the logic model. (e28-38)

(iii) The applicant has developed three objectives for their project implementation, and each objective has multiple measures. These are well-designed and fully aligned with the project. Additionally, the clarity of the objectives strengthens the likelihood of successful implementation as all members of the project team have a shared understanding of the objectives and measures. (e38-42_

They have identified three research questions to help guide the evaluation of their plan and will utilize the expertise of an outside evaluator to support project design. They have identified an evaluation team, data collection methods, data analysis plans, and an evaluation cycle. (e38-42)

Weaknesses:

(i) No weaknesses noted.

(ii) No weaknesses noted.

(iii) No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. Quality of the Management Plan (25 points)

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

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

Strengths:

Overview:

The applicant has a well-developed management plan that, if implemented as designed, has a high probability of ensuring a successful project implementation. They have determined that a full-time project director will oversee the project, helping to ensure strong implementation. They have also clearly described how existing staff will be utilized to support the project implementation. Additionally, a very clear timeline that includes detailed elements of the project implementation tasks and milestones has been shared that clearly outlines the thoughtfulness of the management plan.

Strengths:

The applicant has a well-developed management plan that clearly outlines how the project will be supported internally and externally. They intend to recruit and hire a full-time project director and have provided a clear outline of the desired qualifications and responsibilities (e157). They have also identified existing staff members who will be supporting their implementation plan, along with the amount of time they will be devoted to supporting the project. Each of these identified supports is realistic and designed to support the project implementation. (e43-44)

The applicant included a very well-written job description for the project director position. It is well aligned with the project goals, and demonstrates the expertise required and the roles/duties of the position. Having a well-written job description

ensures that the candidate they select will not only be well-suited for the role but they will know some of the project design before applying. (e157)

They outline how the project team will work together to ensure the successful implementation of the project. This includes monthly meetings for the project team as well as additional support meetings of different stakeholder groups. (e44)

They have provided a table that outlines activities/tasks/milestones as well as people who will be responsible and the project implementation timeline. This is well written and will ensure that tasks are completed in a reasonable time to support the implementation of the project design. (e45-47)

Within the management plan, they have further articulated timelines, tasks, and milestones by specific lever. This closely aligns with their project design and is a great way to ensure that they are addressing each of the areas identified as well as the specific responses that are supported by the project rationale. (e45-47)

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. Adequacy of Resources (30 points)

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

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

Strengths:

Overview:

The applicant has a well-developed and comprehensive explanation for the adequacy of resources. They have identified how the project will result in both short- and long-term changes for the four involved schools, clearly noting the capacity for long-term change. Additionally, they have a clear plan for long-term sustainability efforts.

Strengths:

(i) The applicant has a well-developed plan that clearly links the identified needs with the project design and implementation. Additionally, they have noted both short- and long-term systemic improvements that will result from the project implementation. These include a coordinated focus on academic priorities for all four schools, a well-prepared pipeline of diverse and effective educators, and retention of effective educators. (e-17, e48)

(ii) The project has a high likelihood of building local capacity, particularly with the development of new systems for recruitment and retention. The applicant has also noted previous examples of how they have developed and sustained large-scale change initiatives, providing further evidence of their ability to develop long-term changes for their four schools. (e50)

(iii) The applicant has provided a very comprehensive explanation of the financial capacity of the organization and how they anticipate supporting the project long-term. They intend to utilize a combination of philanthropic funds, along with increased revenue from new student enrollment, to support their long-term project implementation, particularly the performance-based compensation system. (e50 and 51).

Weaknesses:

(i) The applicant does not provide a clear connection to the work they intend to do related to recruiting a diverse teaching staff. They note the need for a recruitment pipeline but do not discuss hiring and recruiting within the plan. More detail related to this very important aspect of their project would strengthen this section. (e17-21; e49-50)

(ii) No weaknesses noted.

(iii) No weaknesses noted.

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 has a well-developed response for this competitive preference priority. The entirety of their project design is intended to improve student learning, through the development of a high-quality teaching staff. They intend to develop new recruitment strategies, but also employ a variety of teacher support that is designed to improve student learning as well as retain students.

Strengths:

The applicant focuses on K-8 curriculum and has a well-developed plan for improving the retention of fully certified educators. They also intend to support the recruitment and retention of highly-effective and diverse educators through the implementation of compensated leadership opportunities and the development of performance-based compensation systems. (e15)

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

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

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

Strengths:

Overview:

The applicant has a plan to shift their recruitment and retention strategies. In their gaps area, they briefly mention a focus on diversifying the educator workforce. However, they provide no real program specificity related to this competitive preference priority.

Strengths:

The applicant provides a short note in their project design that they intend to focus on diversity, equity and inclusion as a key factor in supporting student learning. They note that they have a diverse student body and want to promote diversity within their educator workforce. (e22)

Weaknesses:

Much more detail is needed to respond clearly to this competitive preference priority. The applicant provides no specific details about how they intend to diversify their workforce. Throughout the project narrative, they discuss recruitment and retention strategies, yet none of them speak specifically to how they plan to design these strategies to help diversify their workforce intentionally. (e25-e39)

Reader's Score: 1

Status: Submitted
Last Updated: 07/28/2023 02:59 PM

Status: Submitted

Last Updated: 07/28/2023 03:10 PM

Technical Review Coversheet

Applicant: National Ctr for Hebrew Language Charter School Excellence (S374A230005)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	20	17
Quality of Project Design		
1. Project Design	25	25
Quality of the Management Plan		
1. Management Plan	25	25
Adequacy of Resources		
1. Resources	30	29
Sub Total	100	96
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	5	5
Competitive Preference Priority 2		
1. Diverse Workforce	5	1
Sub Total	10	6
Total	110	102

Technical Review Form

Panel #3 - TSL Panel - 3: 84.374A

Reader #3: *****

Applicant: National Ctr for Hebrew Language Charter School Excellence (S374A230005)

Questions

Selection Criteria - Need for Project

1. Need for Project (20 points)

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

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

Strengths:

The applicant provides detailed gaps that specifically showcase opportunities for improvement. Providing opportunities for all teachers to participate in professional development will strengthen the instructional practices of teachers for student achievement. The proposed project builds on related efforts to improve outcomes using existing funding streams supported by various resources. The project provides a rationale for the extent to which the project is part of a comprehensive effort to improve teaching and learning. The extent to which the design of the proposed project is appropriate for implementing the project.

i) The applicant provides recruitment challenges experienced by the schools. For example, one gap/challenge noted from the applicant is that contract teachers are not required to participate in their professional development. (e19) To address the noted gaps, the applicant states that they will codify the network's career pathways and reward educator excellence to help with recruitment and retention. (e19)

ii) HP will build upon four specific efforts to include offering a multi-day staff institute prior to the first day of school. Additionally, Friday afternoons are used for weekly training for all schools. (e20) A comprehensive compensation plan is evident.

iii) If executed effectively, the proposed project includes a five key design to improve teaching and learning. This includes Differentiated Instruction, SEL support, PD, Diversity, Equity and Inclusion and World Language Instruction. (e21-22)

iv) The proposal indicates that the design of the schools is diverse-by-design. The schools are of a range of backgrounds and the applicant states that the priority will be to recruit and retain teachers who are well-qualified, and diverse. (e24)

Weaknesses:

- i) The applicant did not provide sufficient details in the proposal to determine the capacity to hire and retain diverse educators. While the applicant mentions diversity of staff, there is limited evidence to support the strategies to do so.(e48)
- 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:

The applicant provides convincing rationale for the proposed project (e24). The project presents the extent to which the design of the application includes a thorough review of the relevant literature, and the use of methodological tools to achieve the project's objectives. There is sufficient evidence to describe the extent to which methods of evaluation will provide performance feedback.

- i) The rationale presented by the applicant is three-fold- strengthening the instructional model, codifying the network's career pathways, and rewarding educators. (e25)
- ii) The applicant provides a logic model which demonstrates the specific areas: building the capacity of instructional coaches, piloting PD on each campus and improving the quality and reliability of classroom observations. (e28) Additionally, the applicant provides relevant literature on each of the three strategies. (e29 -37)
- iii) The applicant suggests that qualitative and quantitative data will be used to provide performance feedback and permit periodic assessment toward achieving the intended outcomes. (e38) A chart is provided and outlines the objectives and performance measures. (e38-39) Additionally, research questions are provided, and data collection methods are provided in the proposal. For example, the use of surveys, collection of student and educator data and conducting focus groups (e40-41)

Weaknesses:

- i) No weaknesses are noted.

ii) No weaknesses are noted.

iii) No weaknesses are noted.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. Quality of the Management Plan (25 points)

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

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

Strengths:

The management plan provides an extensive management plan outlining the responsible roles and implementation timeline for the proposed project with detailed milestones and milestones for accomplishing the project tasks.

The proposed project provided a very thorough management plan narrative and a chart (e44) which includes clear timelines, milestones, key project personnel, and specifically outlines the years through quarters. (e44-47) The management plan includes roles and responsibilities for the identified personnel. For example, the applicant states that HP's two instructional coaches will devote 30% of their time to the grant as they train and develop the skills of school-based instructional leaders. The proposed project's team will convene monthly to coordinate workflows, track progress toward grant goals, and review interim feedback. (e44) Additionally, the Compensation Team will meet quarterly which offers the opportunity to assess the effectiveness of the funding provided to the coaches. Seasoned staff members will be able to give input into historical practices that may contribute to the success of the management plan. (e43)

Weaknesses:

There were 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:

The adequacy of resources proposed for the project will result in system change or improvement if well implemented. The proposal specifies the likelihood the project will result in system change or improvement with detailed information to determine the extent to which it is likely to expand services that address the needs of the target population. The proposal has supportive evidence to determine if the program can maintain operation beyond the length of the grant. There is limited information to determine that the recruitment and retention plan.

i) The applicant provides a graph that depicts two areas: Short-Term Systemic Improvements and Long-Term Systemic Improvements Short term and long-term planning will provide stakeholders with the opportunity to monitor, implement, and revise activities to assess and adjust system needs. There is an emphasis placed on three areas of focus provided in the narrative of the proposal. (e48-49) Specifically, the proposal addresses the need for the integration of academic priorities and perceptions into system development and improvement creates greater ownership (e49)

ii) The proposal includes the creation of a multi-tiered support system to narrow achievement gaps. (49). Using a multi-tiered support system will ensure differentiated support is provided and specific interventions are given to all students. The applicant states that there will be three priority areas. For example, one of the areas is Knowing the content and the students. (e50) Additionally, the applicant determined the need to address the ESOL and Special Education Population using more specific strategies. (e49) The applicant can apply the research-based strategies mentioned to support the top hiring priorities to meet the goals for hiring both ESOL and SPED populations.

iii) The proposed grant includes reasonable justification for the project's long-term success by providing a graph that indicates the grant period and two-years beyond the grant funding. (e51)

Weaknesses:

i) No weaknesses were noted.

ii) No weaknesses were noted.

iii) The applicant does not provide a specific recruitment and retention plan for the targeted population. (e29)

Reader's Score: 29

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 applicant's response to CPP 1 includes a comprehensive demonstration that the applicant proposes a project designed to promote educational equity in resources for underserved students. The applicant focuses on increasing the number of fully certified educators and the applicant provides adequate details regarding how the HP SURGE has been designed to promote equity in student access and opportunities for underserved students by investing in the three focus levels. (e15-16)

Strengths:

The applicant provides proposed details that support that it is designed to promote equity in student access and opportunities for underserved students by investing in three focus levers which include strengthening HP's instructional model, etc. (e16)

Weaknesses:

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:

The proposed project is designed to increase the proportion of diverse educators serving students through specifying that the HP schools' priority has been to recruit and retain educators of color. (e16). The proposed project incorporates timelines, action plans and supports the development of educator diversity.

No strengths were noted.

Weaknesses:

The applicant provided limited details in CPP2 of the proposal to determine the capacity to hire and retain diverse educators. The proposal lacks the identification of recruitment and retention plan. (e15)

Reader's Score: 1

Status: Submitted

Last Updated: 07/28/2023 03:10 PM