

**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: Region 18 Education Service Center (S374A230023)

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

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

# Technical Review Form

Panel #3 - TSL Panel - 3: 84.374A

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

Applicant: Region 18 Education Service Center (S374A230023)

## 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 clear breakdown of needs within the proposed districts and a well-developed project that should impact the identified needs if implemented fully. The project is thoroughly enmeshed within current improvement efforts and will augment the evaluation programs within the districts.

(i) The project narrative includes a clear indication of the need for the proposed activities. For example, the data presented around teacher experience and training demonstrate the need for improved approaches to human capital management (p. e16). The project includes a lucid plan to address the training and support needs identified in the gap analysis. The teacher induction and training program will positively impact new teachers and address concerns raised in the analysis if implemented well (p. e19).

(ii) The proposal includes direct linkages into current and past work to connect functioning programs to new initiatives. For example, the current project will build upon a Teacher Incentive Allotment program funded by the state legislature, which should augment the proposed activities (p. e20).

(iii) The narrative includes a thorough review of the current practices around the authors approach to improve teaching and learning and clearly connects the proposed activities into the current work. For example, training and professional development will be developed and provided based upon data collected using tools already in place in the districts (p. e22). The narrative includes a well-developed discussion of the development of new modules that will be used with novice teachers to improve their teaching practice, which is clearly aligned to their instructional program. For example, the use of new content followed up with coaching and job shadowing should result in significant improvement in new teachers (p. e23).

(iv) The narrative includes a well-developed plan to address the gaps identified in the target districts and if implemented fully will address those needs. For example, the use of evaluation data to target professional learning provided to enhance practice of the participating teachers should increase retention (p. e24).

**Weaknesses:**

- (i) No weaknesses were noted.
- (ii) No weaknesses were noted.
- (iii) No weaknesses were noted.
- (iv) No weaknesses were noted.

**Reader's Score: 20**

**Selection Criteria - Quality of Project Design**

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

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

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

**Strengths:**

The narrative includes a well-developed project design that considers the previous work done in the participating district. The project includes a clear implementation plan that is tied to a thorough evaluation of both process and outcome variables.

- (i) The project includes a clear rationale that supports the proposed activities. For example, the narrative outlines how the use of evidence based professional learning connected to high quality teacher evaluation results will have the potential to impact teacher efficacy and student achievement (p. e25).
- (ii) The narrative includes a comprehensive review of the literature to support their program approach. For example, the inclusion of Table 3, which highlights the research support for each strategy, clearly supports the research base for the project (p. e26). The proposed project provides a detailed implementation plan for each of the elements of the program. For example, the project describes how it will implement a new National Board Certification cohort that will help new teachers to achieve certification (p. e40). The narrative includes many opportunities to collect and analyze data that can demonstrate achievement of the program goals. For example, the project will use implementation rubrics to identify areas in need of support throughout the project (p. e33).
- (iii) The narrative includes a robust evaluation plan that will provide meaningful impact and implementation data throughout the project. Table 9 provides a clear plan for research questions and the data that will be used to address them (p. e45). The clearly outlined methodology included in Appendix F-2 (p. e123) will serve to guide the data collection efforts and provides a clear plan for analysis of the data.

**Weaknesses:**

- (i) No weaknesses were noted.

(ii) No weaknesses were noted.

(iii) No weaknesses were noted.

**Reader's Score: 25**

### **Selection Criteria - Quality of the Management Plan**

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

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

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

#### **Strengths:**

The management plan included a clear outline of the oversight and implementation of the project. The current and potential staff will have the required qualifications to complete the activities and potentially demonstrate impact on the target population.

The narrative includes a clear description of relevant personnel who could implement the planned activities. For example, the qualifications of the potential staff are sufficient to complete the duties as assigned (p. e48 & e72). The included timeline clearly outlines the planned activities, which will provide sufficient guidance to project staff (p. e117). The milestones will indicate meaningful progress toward overall program objectives. For example, the stakeholder engagement activities will impact participation in the project and have a clear breakdown of occurrence (p. e49). The milestones included in the project timeline are logical and will serve to guide the implementation practices of the project staff (p. e117). The time allocations identified in the narrative are appropriate for the tasks associated with each of the identified roles (p. e48). The budget is well-aligned to the implementation of project activities and includes sufficient detail in the narrative to support how these activities will be completed in a timely manner (p. e161).

#### **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 includes details necessary to demonstrate the strong potential of the project. The included implementation plan, research, and funding highlights an excellent project that will benefit the participating teachers and leaders.

- (i) The narrative includes a strong focus on implementing a project that is guided by previous evaluation data and that will have a significant impact on the target group. For example, the current project does not include certain elements of traditional teacher retention strategies based on the data collected from earlier projects (p. e54). The well-developed plan guided by personnel with relevant experience could have an impact on the current system and improve hiring and retention practices. For example, the targeted professional learning will improve practice of participating teachers and administrators to ensure they are more effective in their positions and therefore more satisfied (p. e53).
- (ii) The proposed project will clearly increase the capacity of the participating teachers and administrators. For example, the implementation of the National Board Certification Cohort will improve the participating teachers' ability to teach which will have lasting effects on the districts and the students they serve (p. e40). The internal focus of the project, not relying on consultants, will increase the capacity of the participants as well as the project staff involved in the overall implementation. For example, the use of current principals to serve in leadership roles in their districts will provide necessary experience for their growth in new leadership skills (p. e55).
- (iii) The included letters of support (p. e106), planned linkage to current and ongoing funding (p. e57), and the budget narrative are clear indicators of fiscal and project support beyond the grant project period. For example, the project will enhance and build on ongoing funding from the state to develop capacity which will replace the needed mentoring costs (p. e56).

**Weaknesses:**

- (i) No weaknesses were noted.
- (ii) No weaknesses were noted.
- (iii) No weaknesses were noted.

**Reader's Score: 30**

**Priority Questions**

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

- 1. Competitive Preference Priority 1:  
Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 5 points).**

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

- a. In one or more of the following educational settings:**
  - (1) Elementary school.**
  - (2) Middle school.**
  - (3) High school.**
  - (4) Career and technical education programs.**

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

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

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

**Strengths:**

The proposed project provides an adequate plan for increasing the number of staff from underrepresented backgrounds serving students.

The narrative includes an adequate plan to address the needs of increasing the number of educators from underserved backgrounds serving like students. For example, participating teachers will receive the training needed be highly qualified which will ensure all students are served by fully credentialed teachers (p. e42). The project will also implement well-developed programs that will increase the number of high-quality leaders to serve in their neediest schools. For example, the aspiring principal program will act a development model for those who want to move into leadership positions (p. e41).

**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 provides an adequate plan to increase the diversity of the participating districts.

The narrative provides several steps in a well-developed plan for implementing elements of the project that will increase the proportion of diverse educators who teach in their system. For example, the project will expand partnerships with Historically Black Colleges and Universities and Hispanic Serving Institutions (p. e42). The narrative includes a clear focus on connecting partner LEAs together to share and improve hiring practices that are targeted at a more diverse workforce, which will impact all participating districts (p. e43).

**Weaknesses:**

No weaknesses were noted.

**Reader's Score:** 5

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**Status:** Submitted

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Status: Submitted

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### Technical Review Coversheet

Applicant: Region 18 Education Service Center (S374A230023)

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

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

# Technical Review Form

Panel #3 - TSL Panel - 3: 84.374A

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

Applicant: Region 18 Education Service Center (S374A230023)

## 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 provided adequate evidence of gaps and weaknesses. They have designed a project that will have a positive impact on addressing the identified gaps and will also build capacity and connect with other initiatives at the school/district level.

##### Strengths:

- (i) The applicant has provided comprehensive evidence of gaps and weaknesses. For the project schools that will be impacted, 82.2% of the students are identified as economically disadvantaged, and 74.2% are classified as at-risk. (e16) One-third of the teachers in the districts have less than five years of experience and have some demonstration of high turnover. None of the teachers in the partner school districts have National Board Certification. (e17) The project proposal is designed to address these weaknesses and gaps through training and support/mentoring designed to help retain teachers and through campus leadership opportunities and teacher leader positions to help retain high-quality instructors. They will also be supporting the implementation of the TIA performance-based compensation system in addition to providing leadership stipends for schools, as well as the development of a school leader performance-based compensation system. (e19)
- (ii) The applicant has provided comprehensive evidence that the project is destined to build on existing systems. Specifically, they will build on the existing TIA work as the applicant is an authorized provider. Their project design builds on this work and extends key components into campus leadership while they build a leadership pipeline. The applicant has also noted how their mentoring support for novice teachers is aligned with existing state-level funding. (e20)
- (iii) The applicant is building on a successful grant where they noted results that showed improved student Math and Reading outcomes as measured on state tests. (e21) They note that their project design is aligned with the state educator excellence management system, which is designed to measure progress on both teacher learning as well as student growth data. (e22)

(iv) The applicant has provided a well-developed plan that demonstrates the connections to supporting the needs of the target populations, which include a focus on recruitment and retention through professional development and a performance-based compensation system for teachers and school leaders. (e23-24)

**Weaknesses:**

- (i) No weaknesses noted.
- (ii) No weaknesses noted.
- (iii) No weaknesses noted.
- (iv) No weaknesses noted.

**Reader's Score: 20**

**Selection Criteria - Quality of Project Design**

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

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

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

**Strengths:**

Overview:

The applicant has a well-designed project design with a strong rationale, is informed by literature, and has a well-developed evaluation plan. As written, this plan is likely to help the applicant with implementation and ongoing assessment of their implementation process.

Strengths:

- (i) The applicant has provided a well-developed rationale for their project. They demonstrate this rationale through a well-developed logic model that outlines inputs, activities, outputs, and short-, medium- and long-term outcomes. (e69). They have created four project goals that align with the identified gaps and weaknesses in their needs section. (e25)
- (ii) Throughout the narrative, the applicant has provided extensive connections between their project design and the research literature. Additionally, they have noted how each of the project components and strategies directly connects to the research base they reviewed when designing the program. (e26) They also provide extensive evidence that demonstrates how the individual LEAs are also thinking about the program design with their specific implementation plans. (e31).
- (iii) The applicant has a robust evaluation plan that includes the expertise of an outside evaluation team. Additionally, they have specified how the program design elements that they are incorporating will allow data collection in a more centralized way. (e43) They have designed research questions that are closely tied to the project goals and implementation and have identified data sources that will be utilized to help them collect and analyze data related to each

research question. Additionally, the external evaluator will be providing formative and summative evaluation support on a regular basis. (e45)

**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 provided a very thorough management plan. Within the plan, they describe the key personnel, explain the timeline of activities, present milestones, and even include a thoughtful communication plan. This management plan is likely to provide strong support for project implementation.

Strengths:

The applicant has provided clear milestones related to various factors of the management plan. These include outlining the roles and responsibilities of the key personnel. They describe the qualifications for these personnel and note relevant experience. Within these descriptors, they note specific activities/milestones that will be utilized as they implement their project. (e46-47)

They provide a chart outlining the project personnel, their allocated time to the project, and specific job responsibilities and duties. They note how many new roles will be hired to support the project, and for each role, they note the qualifications and expected responsibilities/duties for each role. This clarity strengthens their application as it is evident they know who they need to implement the project effectively, and they are clear about the expertise of their existing staff and any roles they may need to hire. (e46-47)

Their plan outlines additional supports relating to stakeholder engagement, timely implementation of the project, and progress monitoring. This clear focus on communication strongly supports the project implementation as they are determining ahead of time not only how to engage stakeholders, but specifically how to communicate learning from the project implementation. (346-47, e119-122)

They provide a Timeline of Activities and milestones with a yearly timeline separated into quarters, which is well-developed and will help keep the project on track. (e50)

The management plan also incorporates a clear focus on the project's goals. For each goal, they align the measures to assess as well as the activities. This clarity related to the goals will ensure that all aspects of the project are implemented

well and with intentionality. (e117-118)

The management plan includes a clear focus on financial oversight. This thoughtful inclusion further suggests that the applicant is thinking about all aspects of implementation and not just a focus on the direct activities provided directly to stakeholders. (e51)

**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 comprehensive description of the adequacy of resources. They clearly articulate how they intend to help build local capacity while also demonstrating the likelihood of improvements as a result of the project implementation. They have also provided a very thoughtful plan related to sustainability.

Strengths:

(i) The applicant is building on a previously successful grant and has provided details about what worked and how it was systemized. They build on this by explaining how they will expand the implementation and incorporate lessons learned. The applicant is showing strong evidence that the plan as designed has a strong likelihood of resulting in system change and student achievement. (e54)

(ii) The plan is designed with local capacity in mind. By implementing the project elements, the schools, and educators will be better prepared to address student needs, particularly in high-needs districts. They intend to help incentivize high-quality teachers to stay in these high-needs areas. Additionally, they intend to provide school administrator support that will further assist in supporting novice teachers and, ultimately, students. (e54-55)

The applicant has provided extensive evidence of local support from the Texas Education Agency. This strong evidence of support indicates the potential local capacity impact as the stakeholders are already actively involved and supportive of the project design. (e57)

(iii) The applicant is building capacity that will support long-term sustainability. Additionally, the program budget is intentionally designed to help participating schools operationalize some of the elements of the project during years 2 and 3 of the implementation (e55).

They also note how they are planning to help utilize existing state initiatives to be able to provide long-term sustainability, along with helping participant districts take advantage of other funds available to support long-term sustainability. (e56)

**Weaknesses:**

- (i) No weaknesses noted.
- (ii) No weaknesses noted.
- (iii) No weaknesses noted.

**Reader's Score: 30**

**Priority Questions**

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

**1. Competitive Preference Priority 1:**

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

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

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

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

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

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

**Strengths:**

**Overview:**

The applicant has a very well-developed plan to support the increase in highly-qualified and effective educators. They plan to do this through both recruitment processes as well as through professional development and other retention strategies to keep teachers, particularly in high-needs schools.

**Strengths:**

Throughout the narrative, the applicant provides extensive connections between their project design and this competitive preference priority. They speak directly to helping build effective educators with a strong focus on academic support for students. They note five specific strategies for supporting this CPP, including the development of professional learning communities, mentoring novice teachers and principals, supporting teachers in seeking National Board certifications, a thoughtful recruitment and retention plan, as well as opportunities to attract and retain diverse educators. They then

proceed to explain, in detail, how each of the project elements connects with these overall strategies. (e32-e41)

Additionally, their plan is well connected to relevant research-based literature, and they have cited design elements they will incorporate. Connecting the project design to relevant literature helps ensure that they are implementing best practices with a high likelihood of success, (e32)

**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 well-developed response to this competitive preference priority. They have clearly aligned their project and support with the intention of helping districts expand their diverse teaching pool.

Strengths:

The applicant has provided a clear plan in response to this competitive preference priority. They have identified specific elements that are intentionally designed to recruit and retain a diverse educator workforce. This includes expanding existing partnerships with institutions of higher education, including Historically Black Colleges and Universities as well as Hispanic Servicing Institutions; helping to develop ways for diverse educators to mentor and collaborate, and providing hiring resources/best practice strategies to districts to help them expand their talent pool. (e42)

Their plan not only focuses on diverse recruitment strategies, but they are also mindful of how to support these newly hired/recruited educators once they enter the classroom. This support will take place through workshops and other professional development. (e41-42)

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

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**Status:** Submitted

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





Status: Submitted

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

## Technical Review Coversheet

Applicant: Region 18 Education Service Center (S374A230023)

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

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

# Technical Review Form

Panel #3 - TSL Panel - 3: 84.374A

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

Applicant: Region 18 Education Service Center (S374A230023)

## 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 a comprehensive plan to address the needs of the project. The gaps identified are well defined with appropriate strategies provided to meet the existing challenges. (e16) The grant provides a thorough outline of how the grant funding will support the needs of the proposal and a specific focus is provided to grades that did not meet the state goals in Reading and Mathematics. (e21)

i.) The proposed project identifies areas of research that outline challenges facing schools nationally. (e16.) The applicant specifies that the project will address the challenges related to recruitment and retention and shares internal research from the school districts regarding deficiencies in this area. For example, the novice teacher turnover rate is higher than all other groups of educators. (e17) Also noted in the project is that 32.5% of teachers have 0-4 years of experience, indicating a need for a building teacher leader. (e19)

ii) The applicant states that the grant will utilize experience learned from three previous federal grants. This is instrumental in ensuring duplicative errors are not repeated using all three grants. Also, the applicant states that they will adapt components from the evaluation and career pathway modes based on efficacy of lessons learned for sustaining effective practices. (e20). Using the measures of valid and proven strategies provides the applicant with vast opportunities to replicate successes from the previous submissions. Additionally, the applicant states that LEA partners will implement mentoring for novice educators. (e20) Collaborating with other LEAs can prove helpful with strategic planning and gathering ideas from others.

iii) Teaching and Learning can be supported by the use of the data management system to monitor progress and identify data for collaborative learning and educator pathways. (e21) Additionally, the applicant includes information from the TSL implementation that suggested improvement in Math and Reading for students in grades 3-8 and in teacher retention. (e21) Drilling down to the specific grade levels and content areas affords the overseers to strategically plan for successful outcomes in these areas. The applicant provides details on the output of the implementation of SPARK. 1) Educator evaluation, student growth and data management systems (TEEMS) 2) Educator Support (SEED), mentoring and career

pathways, and retaining and rewarding high performing educators.

iv) Gaps and Weaknesses are notably addressed through the use of SPARK to enhance the deficiencies that exist in the low assessment percentages from test documentation. (e24)

**Weaknesses:**

- i) No weaknesses were noted.
- ii) No weaknesses were noted.
- iii) No weaknesses were noted.
- iv) No weaknesses were noted.

**Reader's Score: 20**

**Selection Criteria - Quality of Project Design**

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

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

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

**Strengths:**

The project design demonstrates a distinguished level of rationale focusing on the needs of the Center. The Logic Model provides specific goals and objectives that will be addressed throughout the project. (e69) Additionally, the applicant clearly outlines how the feedback will be utilized to ensure continuous learning occurs. (e45)

- i) Using the Logic Model, the applicant demonstrates a strong rationale. The identified needs of ESC 18-TxCEE will implement SPARK to enhance HCMS and career advancement opportunities. (e15) The logic model provides a detailed connection to the needs of the project's design. For example, the inputs are aligned to the specific activities, outputs, and outcomes. (e69) Additionally, the four identified goals are outlined in the rationale for the project.
- ii) The proposed project suggests that the TSL project objectives will utilize evaluation data that shares valid, and reliable methodological tools to ensure successful achievement of objectives. (e26) The Research and Strategies for SPARK chart (Table 3) outlines the components, strategies and research to support the objectives (e26). Literature is embedded throughout the project design. For example, references from Carver-Thomas, 2018 and Bireda & Chait, 2011, were used to support the design of the proposed project.
- iii) The applicant states that each LEA will have access to TEEMS modules and will be able to provide feedback on enhancements to improve the system for their use. (e44) Providing feedback ensures a continuous cycle for improvement. The applicant states that baseline data will be provided over the TSL grand implementation period to facilitate continuous improvement. (e45)

**Weaknesses:**

- i) No weaknesses were noted.
- ii) No weaknesses were noted.
- iii) No weaknesses were noted.

**Reader's Score: 25**

**Selection Criteria - Quality of the Management Plan**

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

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

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

**Strengths:**

The management plan's narrative provides goals of the project: 1) improve educator performance, 2) provide educators growth opportunities, 3) improve student outcomes, and 4) improve educator retention. The responsibilities, timelines and milestones for specific tasks are included in the management plan.

The applicant includes roles and responsibilities of key personnel and provides a table demonstrating the percentage of the FTE necessary for each person. The qualifications are listed with the primary responsibilities and duties. (e46-48) Additionally, stakeholder engagement, timely implementation and progress monitoring with milestones is provided in each section. (e49) Furthermore, in Table 11, the applicant clearly identifies the activities and milestones and the quarterly time implementation for the activities. (e50-51)

Table 12 provide strategies, outcomes and measure for the performance objectives (e51)

Effectively coordinating with other stakeholder to implement an Aspiring Principal Program can afford Region 18 to tap into a cadre of assistant principals who may be interested in the principal position. (e51) Also, recruiting educators to become Nationally Board Certified will ensure that students have access to highly qualified teachers. (e52)

**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 adequacy of resources proposed for the project will result in system change or improvement if well implemented. According to the applicant, the proposed project is intended to promote system enhancements and improvements that will support high-needs schools. (e52)

i) The applicant provides the various systems to support each goal for the project's opportunity for improvement. For example, the applicant states that SEED will improve educator practice that will improve student outcomes and using Mentor Program Allotment (MPA) will provide opportunities for districts to expand given support after the grant ends. Using TSL and three other grants, the applicant shares that the district has developed strong systems of evaluations of educators, measuring student growth and demonstrating positive outcomes for retention. This is an adequate process for retaining educators. (e53).

ii) The applicant provided methods to enhance capacity by providing a campus administrator who will build the capacity of novice principals. Providing one-on-one support within the building will contribute to the necessary time to enhance leadership skills of new administrators. (e55). Additionally, the proposed project will use SEED to provide PD opportunities for educators to improve self and students. The applicant states that Novice Educator mentoring will provide opportunities to accelerate professional growth and serve as an opportunity for career pathways. (e55) Utilizing an effective model like CLC with 90% of educators sharing that it has improved their practices is advantageous to increasing student achievement.

iii) SPARK, the proposed project, provides an alignment with LEAs and TIA. Each teacher is eligible for state funding for five years from when they earn the designation. The five-year term is a beneficial strategy to help increase student achievement. (e56). Additionally, the applicant states that the design of the mentoring program has been "ingrained" in the culture and practices without additional funding which provides "maintainable" structures beyond the grant. (e55) The applicant states that ESC 18-TxCEE will utilize state TIA funds for teachers which consists of matching three years of the project totaling \$4,289,745 or 51%. (e57)

**Weaknesses:**

i) No weaknesses were noted.

ii) No weaknesses were noted.

iii) No weaknesses were noted.

**Reader's Score: 30**

**Priority Questions**

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

**1. Competitive Preference Priority 1:**

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

points).

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

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

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

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

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

**Strengths:**

The proposed project targets three school districts: San Antonio ISD, Pilot Point ISD and Lancaster ISD and provides an adequate demonstration that the applicant proposes a project designed to promote educational equity in resources for economically disadvantaged students.

The applicant states that the proposed project will support teachers in the 30 schools with greater rigor support and stability for students. (e10) The project is designed to address high-need campuses with methods to improve education for “children at risk of educational failure.” Additionally, one of the four goals of SPARK is to improve educator retention. ( e10)

**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 Supporting Pathways to Achieve Rewards and Knowledge (SPARK) is designed to build upon existing models for Human Capital Management Systems to address 30 challenges that exist in the schools (e50). The proposed project incorporates timelines, action plans and supports the development of educator diversity (e51).

The applicant states that a partnership will occur with LEAs and the American Institute for Research to achieve the project's four goals: improve educator performance, opportunities to grow professionally, improve student outcomes, and improve educator retention. Additionally, 82.2% of the targeted students are classified as economically disadvantaged. (e10) Attracting educators who are diverse in all facets will help the district to mirror the current and future student body. (e43) A gradual release of support and responsibility of the partnering LEAs will allow them to become independent to work on the given activities.

**Weaknesses:**

No weaknesses were noted.

**Reader's Score:**      **5**

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