

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

Status: Submitted

Last Updated: 09/03/2021 10:25 AM

## Technical Review Coversheet

**Applicant:** AZ Board of Regents on behalf of Arizona State University (S374A210032)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need	25	24
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Adequacy of Resources</b>		
1. Resources	25	22
<b>Sub Total</b>	100	96
<b>Priority Questions</b>		
<b>CPP1</b>		
<b>CPP1</b>		
1. CPP1	5	5
<b>Sub Total</b>	5	5
<b>CPP2</b>		
<b>CPP2</b>		
1. CPP2	5	5
<b>Sub Total</b>	5	5
<b>Total</b>	110	106

# Technical Review Form

Panel #5 - TSL - 5: 84.374A

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

Applicant: AZ Board of Regents on behalf of Arizona State University (S374A210032)

## Questions

### Selection Criteria - Need for Project

1. 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.

### General:

#### Overview

The applicant provides clear details of the needs of the students and the 17 participating schools in the Mesa Public Schools with extensive demographics of the student and educator populations, and the gaps in the current HCMS in the Mesa Public Schools. Services, strategies, and opportunities for improvement will be accomplished because the applicant first collected and reviewed data to ascertain the systems weaknesses and gaps in services for the students and schools (pp. e19-e26).

#### Strengths

The opportunities for making positive changes are clearly noted, and gaps in services and infrastructure are well-detailed. Weaknesses include high student poverty, low English Language Arts and Math achievement, high teacher attrition, low teacher pay, and a major misalignment in effective human resource management systems. The project is clearly designed upon clear student data (p. e19).

Such specificity in service gaps has brought the applicant and its partners to a point that they realize what educational work needs to be accomplished to remedy those gaps and more quickly make those changes in human resource management to attract, retain, and support educators (pp. e19- e20).

A full discussion of a systemic change in its current Human Capital Management System., which shows a lack of using strategic data-driven data in human capital decisions (p. e23). By forming these system improvements, educators will provide all students with a deeper and more personalized learning and enable themselves to have new opportunities for role-based specialization and advancement (p. e21).

This project will build upon other funding streams that have similar foci as this proposed project, including the 2018 Arizona legislative action to earmark large amount of State tax-based dollars for teacher performance pay and NEW. Integrating this project with other concurring efforts will form effective and equitable processes for determining levels of performance-based compensation for educators and the intertwining the NEW Project for essential attitude and skills for students (pp. e17, e21-e23).

The proposed project is well-aligned to be part of a comprehensive effort in the 17 participating schools to improve teaching and learning and better address the language, cultural, and poverty needs of the students. The schools' current comprehensive and effective efforts in the Next Education Workforce Initiative and the Portraits of a Graduate Initiative both focus on rigorous academic standards and blend character building, problem solving, creative thinking and innovative thinking to practice and apply the academic skills (p. e21). The proposed project will improve educator effectiveness through personalized professional learning and providing support for the diverse educators who will increase in numbers in the schools (pp. e25-e26).

#### Weaknesses

The applicant does not detail any Federal efforts in the Mesa Schools that would highly relate to this project, such as Federal Title projects or other grant-related projects. Having a connectiveness among similar programs in the district and/or building upon lessons learned in prior Federal projects will lead to a stronger TSL project to address the needs of the students and schools (pp. e17-e21).

**Reader's Score: 24**

#### Selection Criteria - Quality of Project Design

**1. 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.**

#### General:

##### Overview

The thorough design of this project is formed upon effective educational research in improving student academic achievement, improving teacher preparation programs for effective teachers in high-need schools, and recruiting the most effective and diverse educators to teach in the designated project schools. Effective teaching will cause greater student academic growth and greater retention of educators in their high-need schools (pp. e29-e30, e39-43, e68).

##### Strengths

A comprehensive Logic Model is provided as a rationale for this project. The Logic Model provides alignment to key Inputs, Key Activities, Key Outputs, and Outcomes for each of the two Project Objectives. The identifying and categorizing project elements into a Logic Model clearly demonstrates for the partners and the LEA how each activity will produce expected outcomes and increase the level of effective engagement in this project (p. e68).

The design of the professional development for the teachers is intentionally based upon best practices viewed through educational research and higher student achievement, i.e., Summer Institute for multi-day team-based collaboration and learning, Professional Learning Communities, remote and in-person Elements Deep Dives into authentic assessments, and site-based Coaching for more effective individualized support for teachers (p. e39).

The project will provide acknowledgement and enhanced career paths for teachers with exemplary teaching experiences as they are selected to be Lead Teachers and receive an annual stipend for their delivering on-going professional

development to other teachers, yet at the same time continue to teach in their own classrooms. Much-needed pay increases and career ladders will then occur for teachers, so they will be retained as educators, lead teachers and administrators in the high-need schools (p. e43).

A full description is given of how a new teacher evaluation system will be employed within the teacher team process. This process will include a multi-faceted approach, with some criteria being based on student achievement, but the new concept is built around a team of teachers being evaluated and earning the bonus compensation, based on the group's evaluation. An effective evaluation model, instrument, and total process will enable school administrators to better develop teachers' goals, professional development plans, and select the most effective teachers for job retention, so greater student growth will occur (p. e45).

The project is built upon a strong foundation of a thorough review of educational and human capital research and upon the effective models and practices studied and reported in the research. Research is well-cited for sources and noted for statements of findings to indicate the relevant impacts of best practices in pedagogy and in recruitment, retention, promotion, and acknowledgement, i.e., the studies by Goldhaber et al., 2014; Guyha et al., 2016 regarding effective teacher retention plans in schools where teacher residencies operate. Effective educational projects are always formed via the comprehensive review of quality and effective research that is applicable to the identified needs of the project's populations (pp. e29-e31).

Sound evaluation methodologies are provided for the assessment of the project. Summative evaluation instruments include educators' surveys, PBCS and HCMS data, new written hiring guidelines for the district, feedback surveys, and teacher evaluation data, and annual student achievement and demographic data (p. e151). Formative data sources are clearly identified by type and the timeline for collecting and reporting, such as the GPRA Measures and annual surveys indicating number of teachers who completed residencies who were hired full-time into the district. Having appropriate and well-defined evaluation methodologies ensures high validity and reliability of the project's assessment (pp. e148-e151).

Weaknesses:

No weaknesses found.

**Reader's Score: 30**

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

**1. 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.**

**General:**

Overview

A comprehensive Project Timeline is provided which will successfully guide the project monthly throughout all three project years. The personnel are highly qualified and experienced to lead this project to a successful completion of the Objectives and to the expected Outcomes. Duties of the personnel for the project are very detailed and thorough to cover all aspects of the project, including the evaluation and fiscal matters (pp. e50, e157-e161, e178).

Strengths

The management of its project will be conducted by highly qualified and experienced experts in the field of education and school system designs, such as the Principal Investigator who earned a doctoral degree from the Harvard Graduate School of Education and has successful experiences as a teacher and as a designer of the NEXT Education Workforce Initiative. Having effective and high-quality individuals lead this project better ensures a full project implementation that will be accomplished with fidelity (p. e69).

The proposed project has a great likelihood of being implemented within the Budget and on time, as the applicant provides a comprehensive Management Plan with Project Timeline with numerous Milestones, specific tasks to be completed for each milestone, a monthly timeline for all three project years, and responsible staff to implement all tasks for the milestones. (pp. e157-e161).

Key duties of each project personnel are well-defined, and all the responsibilities are appropriate to keeping the project on task with fidelity and assurance of completing the Project Objectives, i.e., Executive Director of Fiscal and Business Operations will dedicate (in-kind) services to oversee the fiscal matters of the project, help build the business models related to project sustainability and negotiate any contracts or MOUs associated with the project (p. e178). One of the Co-Principal Investigators is charged with overseeing all day-to-day aspects of the project and lead the data collection, analysis and reporting, and oversee the evaluation and external evaluators. Such specificity and attention to detail in planning will keep the project on schedule for completion and will keep the project staff attuned to their specific roles and responsibilities (p. e50).

Weaknesses:

No weaknesses found.

**Reader's Score: 20**

### **Selection Criteria - Adequacy of Resources**

- 1. 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 serves 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.**

**General:**

Overview

The fiscal and human resources needed for this project and are well-detailed, including the new HCMS and PBCS systems and a viable sustainability plan. A great likelihood exists that the systemic changes and capacity building of creating new options for enticing diverse individuals to be professionally trained to enter the field of education brought about by this project will continue in the 17 schools and spread to the other schools in the Mesa Public Schools, so that schools will have full staffing of effective educators who are better compensated for their effectiveness (pp. e29-e39).

Strengths

The new HCMS process is revolutionary in its design and methodology in working at simultaneous steps in both developing a future teaching staff with engaging high school students in pre-service activities and in assisting existing paraprofessionals in earning college teaching degrees as they remain employed in the district. Systemic change and the building of local capacity will likely occur as a result of this project which will bring new processes to the preparation and training of individual desiring to enter the field of teaching, the new teaching pattern of working with team of teachers in increasing student achievement, and the creative processes of recruiting more diverse teachers (pp. e29-e39).

The applicant provides a clear and reasonable three-year Project Budget and includes funding details for both non-Federal and Federal grant funding streams, which demonstrates clarity in the expected income needed for this project and will keep the project on budget for completion in three years (pp. e172-e173).

Letters of Support and Commitment are provided for each of the project partners, the University and the LEA, and all of them are supportive of sustaining this project beyond the grant cycle. By having such project support for the new HCMS and PBCS, the new systems have a greater opportunity to be accepted by the educators and stakeholders so all elements will be implemented with fidelity to benefit the staff members and the students in achieving at higher levels (pp. e142-e143).

#### Weaknesses:

The evidence of project support is not provided for some of the needed stakeholders participating in this project, mainly the principals of the 17 schools and the teachers' organization or union which represents the teachers in the Mesa Public Schools. Such support from the principals and teachers is vital to the project's evaluation and compensation processes being enacted with fidelity, fairness, and full cooperation (pp. e138-e146).

Some of the fiscal components of the project are not well explained, including each donor's affirmation of its matching funds for this project and the Mesa Public Schools' Subcontract (explanation of calculation of its elements to be charged against the grant) (pp. e144-e145, e183). Without clarity in the partners' donations and subcontracts, much of this project might not move forward because full funding might not be available.

**Reader's Score: 22**

#### Priority Questions

##### CPP1 - CPP1

#### 1. Competitive Preference Priority 1: Supporting Educators and Their Professional Growth (Up to 5 points).

**Under this priority, projects that are designed to increase the number and percentage of well-prepared, experienced, effective, and diverse educators--which may include one or more of the following: teachers, principals, paraprofessionals, or other School Leaders as defined in section 8101(44) of the ESEA--through Evidence-Based strategies incorporating one or more of the following options:**

- a) Adopting, implementing, or expanding efforts to recruit, select, prepare, support, and develop talented individuals--to serve as mentors, instructional coaches, principals, or School Leaders in High-Need Schools who have the knowledge and skills to significantly improve instruction.**
- b) Implementing practices or strategies that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators.**
- c) Increasing the number of teachers with State or national advanced educator certification or certification in a teacher shortage area, as determined by the Secretary, such as special education or bilingual education.**

**d) Providing high-quality professional development opportunities to all educators in High-Need Schools on meeting the needs of diverse learners, including students with disabilities and English learners.**

**General:**

Strengths:

The project is well-developed to increase the number and percentage of university-prepared, effective and diverse (Hispanic) educators through several new approaches and systems. Viable approaches include the creation of three new educator roles in Project Year 1, increasing to 60 the number of paraprofessionals or other support staff who will earn or be on track to earn professional licensure through a new university para pathway to teaching, and the placement of 40 new teachers who have successfully served in teacher residencies through the Arizona State University and the Mesa Public Schools. These strategies and approaches will increase the number of quality and diverse educators teaching in the local schools and include persons who already understand working with children/youth who are impoverished and who have challenges in learning, since the paraprofessionals already have such local school experiences (pp. e148-e149).

Professional development opportunities will also be focused on better preparing existing teachers and novice teachers in delivering rigorous academic instruction to high-need students, i.e., Networked Cohorts for Communities of Practice (p. e39).

Weaknesses:

No weaknesses found.

**Reader's Score: 5**

**CPP2 - CPP2**

- 1. Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or more of the following options:**
  - a) Educator candidate support and preparation strategies and practices focused on underrepresented teacher candidates, and which may include "grow your own programs," which typically recruit middle or high school students, paraprofessionals, or other school staff and provide them with clear pathways and intensive support to enter the teaching profession.**
  - b) Professional growth and leadership opportunities for diverse educators, including opportunities to influence school, district, or State policies and practices in order to improve educator diversity.**
  - c) High-quality professional development on addressing bias in instructional practice and fostering an inclusive, equitable, and supportive workplace and school climate for educators.**
  - d) Data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator and school leader diversity.**

**General:**

Strengths:

The project contains several elements that are designed to improve recruitment, outreach, preparation, support, and retention of diverse individuals in its school workforce in the participating 17 schools, such as implementing the high school exploratory teaching group, the Grow Your Own Teacher Group, which will have a lasting effect of increasing the number of Hispanic teachers in the local classrooms when those students complete their university preparation programs (p. e33).

Other strategies to gain more Hispanics and educators of color in the Mesa Public Schools, including the 17 project schools



are viable plans to redesign the HCMS to include processes of posting teaching jobs early in the Spring in order to attract teacher candidates who are Black and/or Hispanic who are widely sought by numerous school districts, creation of a better data system to match potential teacher candidates specifically to the schools with high Hispanic student populations, and paying tuition for paraprofessionals to complete teacher certification university coursework and return to the Mesa Public Schools to teach. All these strategies will clearly increase the much-needed diversity of the educators who work with a diverse student population and provide a pipeline of potential teachers and principals which is desperately needed in the LEA (pp. e30-e32).

Weaknesses:

No weaknesses found.

**Reader's Score:** 5

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**Status:** Submitted

**Last Updated:** 09/03/2021 10:25 AM

Status: Submitted

Last Updated: 09/03/2021 09:43 AM

## Technical Review Coversheet

**Applicant:** AZ Board of Regents on behalf of Arizona State University (S374A210032)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need	25	23
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Adequacy of Resources</b>		
1. Resources	25	25
<b>Sub Total</b>	100	98
<b>Priority Questions</b>		
<b>CPP1</b>		
<b>CPP1</b>		
1. CPP1	5	5
<b>Sub Total</b>	5	5
<b>CPP2</b>		
<b>CPP2</b>		
1. CPP2	5	5
<b>Sub Total</b>	5	5
<b>Total</b>	110	108

# Technical Review Form

Panel #5 - TSL - 5: 84.374A

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

Applicant: AZ Board of Regents on behalf of Arizona State University (S374A210032)

## Questions

### Selection Criteria - Need for Project

1. 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.

### General:

Overview- The proposed project, included the nature and magnitude of the gaps or weaknesses. It is not clear how they will build on similar or related efforts to improve Relevant Outcomes using existing funding streams from other programs or policies supported by the community, State, and Federal resources. A comprehensive effort to improve teaching and learning and support rigorous academic standards for students is provided to successfully address the needs of the target population or other identified needs.

### Strengths

The proposed gaps or weaknesses in services are Arizona teachers have four years of classroom experience or fewer and teacher pay is among the lowest in the nation. To combat these human capital challenges MPS has identified two core gaps in its infrastructure and systems: 1) a misalignment between human resource management systems and district strategic initiatives, and 2) a lack of structure, capacity, and systems to make strategic and data-based human resource decisions. By reallocating responsibilities sustainably across teams of educators with distributed expertise, NEW models will take the weight typically placed on an individual teacher's shoulders and provide meaningful opportunities for personalized professional learning, with opportunities for advancement that don't necessarily require leaving the classroom . Recognizing these challenges, MPS, and MLFTC will begin to co-design Next Education Workforce (NEW) models aimed at upending the ineffective and inefficient approach to traditional school models and staffing practices to address the nature and magnitude of those gaps or weaknesses .e19-21

- i. To improve Relevant Outcomes, the proposed project will use the additional funding to design a stronger signal of student outcomes to leverage state PCBS funds differently. e24
- ii. To improve teaching and learning and support rigorous academics, the proposed project will target schools that are building NEW models, have more than 50% of their students qualifying for free and reduced lunch, and are committed to improving outcomes for all students. By improving, educator effectiveness through personalized professional learning for educators' support for educator teams, will translate to improvements in student academic achievement.e24
- iii. The proposed project will meet the needs of the target population by utilizing research-based strategies to better understand the appropriate levels of intellectual, physical, social, and emotional development of students and differentiate their instruction, in turn, this allows teachers to distribute their expertise so that a school leader can build a team with a

combination of experienced teachers and novice teachers to meet the needs of the target population .e25

#### Weaknesses

i. ) no weaknesses noted

ii. It is not clear how they will build on similar or related efforts to improve Relevant Outcomes using existing funding streams from other programs or policies supported by the community, State, and Federal resources.

iii. ) no weaknesses noted

iv. ) no weaknesses noted

**Reader's Score: 23**

#### Selection Criteria - Quality of Project Design

**1. 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.**

#### **General:**

Overview : The proposed project Demonstrates a clear Rationale and 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 achievement of project objectives, along with a clear method of evaluation to provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

#### Strengths :

i. The proposed project Demonstrates a clear Rationale by building upon a broad research field to improve human capital categorized and using the Bersin by Deloitte's Human Resources Maturity Model as the conceptual framework that identifies the key components of the proposal. e29.

ii. The proposed project includes a thorough, high-quality review of the relevant literature which supports creating new pathways into the teaching profession and will impact many other aspects of the HCMS. By using the Task-shifting method, with differential amounts of preparation, the potential to reduce costs without compromising the outcomes for students provides a theoretical framework to reconsider traditional educator roles and create new ones. e36

iii. The proposed evaluation plan will provide performance feedback and permit periodic assessment of progress toward achieving intended by including curriculum design, formative assessments, and implementing research-based strategies to meet the needs of their students.e47-48

#### Weaknesses:

i. no weaknesses noted

ii. no weaknesses noted

iii. no weaknesses noted

Reader's Score: 30

### Selection Criteria - Quality of the Management Plan

- 1. 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.**

#### General:

Overview: The quality of the management plan for the proposed project is clearly articulated. 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 is well written .

#### Strengths :

The management plan for the proposed project is effectively stated. The management team will collaborate with the partner LEAs by focusing on improving the Educator Pipeline through strategic initiatives for continuous improvement. They included stated defined responsibilities, timelines, and milestones. It is very likely the proposed project will be successful. The project leadership, identified appears extremely well-qualified and seasoned professionals with the skills, abilities, and support necessary to carry out the project successfully. It seems that each individual was selected to create an accomplished and visionary team, with representation to achieve ambitious goals. e-49-55).

#### Weaknesses:

No weaknesses noted

Reader's Score: 20

### Selection Criteria - Adequacy of Resources

- 1. 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 serves 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.**

#### General:

Overview- The likelihood that the proposed project will result in system change or improvement is clearly stated. 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 is clearly defined. The applicant demonstrates that it has the resources to operate the project beyond the length of the grant. The plan includes a multi-year financial and operating model.

Strengths:

- i. The proposed project will result in system change or improvement by building effective education collaborations and garnering a vast amount of support for the Project .MLFTC will leverage other activities and existing funds to ensure the success of the project. For example, the cost-share budget is primarily comprised of salaries for faculty and staff developing the module materials and delivering the instruction throughout the project. e55-58
- ii. The proposed project will build local capacity by strengthening the relationships between IHEs and LEAs across the state with a focus on achieving equitable access to high-need populations. e55-58
- iii. The proposed project will be sustained beyond the length of the grant through the partnership districts who will ensure the integration of the work provides a statewide model for replication . Funding from the TSL program will supplement these existing resources and enhance the teams' abilities to complete the redesign and implementation of the program efficiently and effectively. e55-58

Weaknesses:

- i) none noted
- ii) none noted
- iii) none noted.

**Reader's Score: 25**

**Priority Questions**

**CPP1 - CPP1**

**1. Competitive Preference Priority 1: Supporting Educators and Their Professional Growth (Up to 5 points).**

**Under this priority, projects that are designed to increase the number and percentage of well-prepared, experienced, effective, and diverse educators--which may include one or more of the following: teachers, principals, paraprofessionals, or other School Leaders as defined in section 8101(44) of the ESEA--through Evidence-Based strategies incorporating one or more of the following options:**

- a) **Adopting, implementing, or expanding efforts to recruit, select, prepare, support, and develop talented individuals--to serve as mentors, instructional coaches, principals, or School Leaders in High-Need Schools who have the knowledge and skills to significantly improve instruction.**
- b) **Implementing practices or strategies that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators.**
- c) **Increasing the number of teachers with State or national advanced educator certification or certification in a teacher shortage area, as determined by the Secretary, such as special education or bilingual education.**
- d) **Providing high-quality professional development opportunities to all educators in High-Need Schools on meeting the needs of diverse learners, including students with disabilities and English learners.**

**General:**

Strengths :

In supporting educators and their professional growth, the project will also contribute to improved recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce. The strategies and new human capital practices adopted will be focused on goals related to building district leadership that mirrors the growing Hispanic student population to support educators and their professional growth. The project will focus on improving educator effectiveness through personalized professional learning for educators and support for educator teams, which will translate to improvements in student academic achievement. Additionally, Paraeducator pathways will also work to increase the diversity of teachers in NEW@MPS schools by creating a tailored, responsive program for paraeducators interested in becoming professional teachers. The steps taken in this project to illustrate how ASU will ensure equitable access include dedicating attention to all schools equally, recruiting participants for the various training opportunities offered in the grant, and providing all recruitment materials in multiple languages as needed. e-58-60 and GEPA) Statement

Weaknesses: None noted

**Reader's Score: 5**

**CPP2 - CPP2**

1. **Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or more of the following options:**
  - a) **Educator candidate support and preparation strategies and practices focused on underrepresented teacher candidates, and which may include “grow your own programs,” which typically recruit middle or high school students, paraprofessionals, or other school staff and provide them with clear pathways and intensive support to enter the teaching profession.**
  - b) **Professional growth and leadership opportunities for diverse educators, including opportunities to influence school, district, or State policies and practices in order to improve educator diversity.**
  - c) **High-quality professional development on addressing bias in instructional practice and fostering an inclusive, equitable, and supportive workplace and school climate for educators.**
  - d) **Data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator and school leader diversity.**

**General:**

Strengths :

By increasing educator diversity, the applicant proposed that the human capital practices implemented as part of the project will be focused on recruiting and supporting a more diverse educator workforce that mirrors the growing Hispanic student population. A new system of professional learning for leaders focused on diversity, equity, and inclusion will ensure implements professional development that fosters an inclusive and supportive school climate for diverse leaders. These system changes are significant given the complexity of the largest K-12 district in the state of Arizona. The project will include measures of student achievement and will include broader student outcomes aligned to project goals. Furthermore, an educator workforce that is diverse, effective, and satisfied in their work will equate to stronger academic outcomes for students.. e11 , 58,60

Weaknesses:

None noted

**Reader's Score:** 5

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**Status:** Submitted

**Last Updated:** 09/03/2021 09:43 AM



Status: Submitted

Last Updated: 09/03/2021 01:47 PM

## Technical Review Coversheet

**Applicant:** AZ Board of Regents on behalf of Arizona State University (S374A210032)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need	25	25
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Quality of the Management Plan</b>		
1. Management Plan	20	17
<b>Adequacy of Resources</b>		
1. Resources	25	25
<b>Sub Total</b>	100	97
<b>Priority Questions</b>		
<b>CPP1</b>		
<b>CPP1</b>		
1. CPP1	5	5
<b>Sub Total</b>	5	5
<b>CPP2</b>		
<b>CPP2</b>		
1. CPP2	5	5
<b>Sub Total</b>	5	5
<b>Total</b>	110	107

# Technical Review Form

Panel #5 - TSL - 5: 84.374A

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

Applicant: AZ Board of Regents on behalf of Arizona State University (S374A210032)

## Questions

### Selection Criteria - Need for Project

1. **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.**

### General:

Overview: The application includes an expansive review of specific gaps and weaknesses across 17 high need schools participating in the project. Gaps and weaknesses include those in services, infrastructure and opportunities. Tables and charts are provided that clearly delineated gaps and weaknesses and they are also described in narrative format. The applicant proposes to integrate strategies proposed in this project with ongoing related efforts in the school district and will be part of the district's comprehensive efforts to provide effective teachers to support students in the target high-need schools (p. e19, 20, 25). The application effectively links the gaps and weaknesses to the strategies proposed to address the identified needs. A comprehensive description is provided of continuing a 25-year LEA and IHE partnership.

### Strengths:

Data presented provides strong evidence of gaps and weaknesses related to poverty (p. e19) proficiency levels in ELA and Math (p. e25) and school eligibility data (p. e27). The 25-year partnership between the LEA and the IHE is poised to address the needs as described in the application because of an established spirit of collaboration and success on prior initiatives designed to improve education for students in high need schools.

The application proposes to integrate ongoing efforts related to the district's MPS Promise designed to promote equity an learning for all students and is now Mesa Portrait of a Graduate (p. e21), along with a comprehensive plan to address the teacher evaluation process and teacher evaluation system. (p. e22-23). Linking the proposed project to existing state and local initiatives will enable the applicant to establish stronger support from stakeholders while staying within state and local guidelines for improving components of the comprehensive plan through alignments that will support teacher and student success.

Existing initiatives with the higher education partner will also be redesigned to provide additional opportunities for diverse candidates and others to enter educator preparation programs (p. e31). Creating more options for nontraditional and diverse candidates can result in increasing teacher production and supporting recruitments efforts in the partner schools.

The project is clearly designed to successfully address the needs of both the students and teachers targeted for this project (p. e26). The detail provided in describing the target pre-educators/educators and students while linking their needs to the proposed strategies will ensure the project produces the expected outcomes.

Weaknesses: No weaknesses noted.

Reader's Score: 25

### Selection Criteria - Quality of Project Design

1. **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.**

#### General:

Overview: The proposed project thoroughly demonstrates the rationale by providing a well-developed innovative design linked to relevant research based best practices with strong evidence of success (pp. e28, 29). Review of the Logic model in Appendix A further supports a strong connection between the project objectives and the identified needs that will address teacher preparation, teacher shortages and student learning through innovative approaches. The literature review is thorough and contributes to the project rationale and overall design (pp. e28-32). The application includes strong support for the implementation of strategies to provide embedded professional learning opportunities to address the targeted needs of the teachers and students who will benefit from this proposed project (pp. e28-32). The methods of evaluation are clearly defined and specifically address performance feedback requirements (p. e49).

#### Strengths:

A strong rationale is provided for each of the applicant's proposed activities including recruitment, creating pathways, improving educator effectiveness, and incentivizing effective educators and teams. These initiatives are strongly supported by extensive research. (pp. e28, e33, e37, e42) In order to address the needs of students in the 17 target schools, the applicant has developed a design that builds on the state and local initiatives for the LEA and higher education institution sustaining a strong collaborative force that will ensure the program is implemented with success and sustainability potential.

The applicant provides a thorough literature review throughout the proposal and research is linked to strategic recruitment, creative educator preparation programs, retaining new teachers, and improving implementation of educator evaluation systems among other initiatives that support effective teachers in high need schools. (p. e28-46). Use of relevant research-based practices will ensure the proposed project is implemented based on strategies that have been proven to work in high need schools leading to confidence in project success from all partners.

Methods of evaluation and periodic feedback is comprehensively addressed and includes an external evaluator who will provide formative feedback and the collaborative partnership has an existing signed data sharing agreement. (p. e49). Hiring an external evaluator with appropriate experience will provide confidence in fidelity of implementation of the proposed project initiatives and will include both formative and summative evaluation methodology.

Weaknesses: No weaknesses are noted.

### Selection Criteria - Quality of the Management Plan

- 1. 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.**

#### General:

Overview: The application includes a well-developed management plan with both narrative descriptions and a chart that display Project Task and Timelines (p. e51-53). The charts provide evidence that implementation and timeline dates are planned and designed to achieve the objectives of the proposed project on time and within budget. Though roles for each staff member are clearly described, the percentage of time devoted to grant activities is not provided in this section. Percentages of time commitment are provided in the budget section.

Strengths: Responsibilities of the Project Staff are clearly described and include background information and experience to support the proposed project's goals and objectives (p. e49-51). The staff described have the experience to deliver on the management and implantation of a large-scale grant that includes three collaborative partners responsible for specific components of the proposed project.

#### Weaknesses:

The chart is well designed and includes linking implementation milestones to project activities, but the personnel responsible is not included. Including the staff personnel who is responsible for specific activities along with specific dates would provide additional clarity to the project management plan and ensure proper oversight for the successful implementation of the project activities. (p. e51-53)

### Selection Criteria - Adequacy of Resources

- 1. 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 serves 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.**

#### General:

Overview There is evidence that the proposed project will result in system change and improvements because of the redesign of an existing HCMS and PBCS systems and the plan to scale up the work from 17 schools to district wide after Year 3. The applicant clearly describes how the proposed initiatives will build local capacity to recruit, retain and support new and existing teachers who will be better prepared to work in high need schools (p. e53). Both partners are committed

to providing resources needed to continue the program initiative beyond the life of the grant by integrating costs into their respective budgets (p. e54) Long-term sustainability and stakeholder support are addressed and letters of support (p. e55).

**Strengths:**

The proposed initiatives such as teacher residencies, Grow Your Own high school programs, and the teacher compensation model will likely result in the partnership's ability to recruit and retain highly effective educators who will positively impact high need schools and improve student achievement. (p. e55)

The participating LEAs have an existing evaluation model that will be amended to meet the objectives of the initiatives that include co-teaching, retention, embedded professional development, the teacher compensation model, among other activities. (p. e55) Working to improve an existing model that support educators with equitable compensation for the work they do will provide stakeholders with a level of confidence that changes will continue beyond the grant funding.

The applicant provides strong evidence of the commitment to ensure the proposed activities will result in system change for the LEA and higher education institution through commitment to a strong collaborative partnership (p. e54-56). Sustaining successful collaborative partnerships will result in more opportunities such as writing new proposals, developing innovative initiatives, building advocacy coalitions and creating a culture of support for the teaching profession.

The application provides details on the commitment of the LEA and the IHE to seek and use available resources to operate and sustain the work once the funding has ended (p. e57). The commitment made through the partnership agreement, along with the support of state agency heads, will ensure the outcomes of this proposed project are not only sustained but will provide replicable models for educator focused improvements to other school districts.

Stakeholder support is convincing based on letters of support from a cross section of community stakeholders (p. e55-56). Support from stakeholders brings attention to the impact of educators on preparation of students to graduate and transition into post-secondary environments, including college and the workforce.

Weaknesses: No weaknesses were noted.

**Reader's Score: 25**

**Priority Questions**

**CPP1 - CPP1**

**1. Competitive Preference Priority 1: Supporting Educators and Their Professional Growth (Up to 5 points).**

**Under this priority, projects that are designed to increase the number and percentage of well-prepared, experienced, effective, and diverse educators--which may include one or more of the following: teachers, principals, paraprofessionals, or other School Leaders as defined in section 8101(44) of the ESEA--through Evidence-Based strategies incorporating one or more of the following options:**

- a) Adopting, implementing, or expanding efforts to recruit, select, prepare, support, and develop talented individuals--to serve as mentors, instructional coaches, principals, or School Leaders in High-Need Schools who have the knowledge and skills to significantly improve instruction.**
- b) Implementing practices or strategies that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators.**
- c) Increasing the number of teachers with State or national advanced educator certification or certification in a teacher shortage area, as determined by the Secretary, such**

as special education or bilingual education.

**d) Providing high-quality professional development opportunities to all educators in High-Need Schools on meeting the needs of diverse learners, including students with disabilities and English learners.**

**General:**

Strengths:

The application provides evidence of CCPI to address the need for effective school educators to be addressed through a strong partnership between LEAs and IHEs (p. e18). There is strong evidence highlighted throughout the proposed project narrative of research-based initiatives that clearly connect to all components of this priority including innovative educator pathways to teaching, co-teaching models, improving the teacher compensation model, and facilitating embedded professional learning communities (p. e18.) Including each of these components will ensure this CPP1 is more than adequately addressed.

The application details efforts to recruit and retain diverse educators, support creating multiple career paths for effective teachers through university partnerships that will attract diverse teacher candidates, Grow Your Own High School Programs, ongoing professional growth opportunities and improving upon a teacher compensation model (p. e28). These efforts will likely result in permanent changes for the districts and the university leading to positive impact on improving low performing schools and student achievement. Providing additional career pathways will provide access to individuals who desire a teaching career but did not have funding or a model that fit their needs. Having the opportunity to fulfill ones dream of becoming a teacher will improve the teacher shortage, especially for hiring in high need schools where many desire to teach.

The application provides a substantive description supporting and developing educators for high need fields through research based professional learning opportunities. One significant action that will likely have high impact requires building job-embedded micro-credentialing into the HCMS. (p. e41).

Weaknesses:

No weaknesses noted.

**Reader's Score: 5**

**CPP2 - CPP2**

- 1. Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or more of the following options:**
  - a) Educator candidate support and preparation strategies and practices focused on underrepresented teacher candidates, and which may include “grow your own programs,” which typically recruit middle or high school students, paraprofessionals, or other school staff and provide them with clear pathways and intensive support to enter the teaching profession.**
  - b) Professional growth and leadership opportunities for diverse educators, including opportunities to influence school, district, or State policies and practices in order to improve educator diversity.**
  - c) High-quality professional development on addressing bias in instructional practice and fostering an inclusive, equitable, and supportive workplace and school climate for educators.**
  - d) Data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator and school leader diversity.**

**General:**

**Strengths:**

The application clearly describes component of CPP2, including recruitment and retention of diverse educators and a focus on removal of barriers that result in a lack of diverse teachers and high teacher turnover (p. e18). Through the partnership between an LEA and IHE, career pathways, such as teacher residencies, will be reviewed with a focus on attracting diverse teacher candidates (p. e31, e52). There is strong evidence to support the success of teacher residencies preparing teachers of color and career changers to become effective teachers who stay longer in high needs schools.

The proposed project will address educator preparation programs that partner with LEAs, creating Grow Your Own programs for high school students and paraeducators, and programs other impactful programs (p. e33-34). There is significant evidence that Grow Your Own programs work in high need communities by introducing middle and high school students to the teaching profession early and providing access to funding to support their dream of becoming a teacher.

Teacher residencies also include high quality professional development through professional learning communities (e.31-e.52) and are tailored to help candidates address conversation related to equity, diversity, and inclusion which creates a supportive work environment.

Considering the expected high rate of racial diversity among teacher residents targeted for the program, action plans are provided (p.e32) and include 40 slots to be funded each year of the proposed project with the district sustaining the program beyond the grant funds.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

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**Status:** Submitted

**Last Updated:** 09/03/2021 01:47 PM