

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

Status: Submitted

Last Updated: 09/03/2021 09:40 PM

Technical Review Coversheet

Applicant: Community Training and Assistance Center, Incorporated (S374A210019)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	25
Quality of Project Design		
1. Project Design	30	20
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Resources	25	25
Sub Total	100	90
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	100

Technical Review Form

Panel #2 - TSL - 2: 84.374A

Reader #1: *****

Applicant: Community Training and Assistance Center, Incorporated (S374A210019)

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 describes the need for the proposed program and relates the deficits in the Tracy USD to the technology needs of the community and the future skills required for TUSD students in the STEM field.

Strengths

The proposed project will address developing talent, aligning incentives to STEM priorities, and building a more diverse teacher workforce to address the gaps in services that have resulted in persistently low achievement in STEM subjects (pg. e21-e24).

By building on previous efforts of enacting state content standards in ELA and math and transitioning to new standards in science; investing in STEM; committing to inquiry-based instruction; mobilizing STEM employers; providing resources for remote STEM learning; and improving the educator evaluation system, project will leverage successful implementation of these efforts to promote improved student outcomes and increased diversity in the workforce (pg. e24-e26).

The program contains three components that will address identified needs by developing talent, aligning incentives, and building a diverse workforce (pg. e28).

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 applicant provides a rationale and research to support the program design for increasing STEM achievement, outlines a program design based on relevant literature using appropriate methodological tools, and describes an evaluation plan. The plan lacks a strong research support, specifics regarding evaluation, and an external evaluator.

Strengths:

The AdvanceSTEM project's six project objectives are aligned to the three key project components: developing talent, aligning incentives to STEM priorities, and building a diverse workforce and will provide changes in the district's practices to improve student achievement and teacher proficiency in STEM areas (pg. e29-e30).

An extensive plan is provided that identifies the targeted groups, describes the professional development focus and services, the frequency and providers, and the impact of training that will improve teachers' understanding of STEM topics and pedagogical skills. A similar plan is provided for all 17 principals and for the STEM ILT (pg. e34-e37).

The plan for PBCS will provide incentives for teachers to participate in professional development and ILT activities and increase their compensation based on student achievement levels (pg. e38).

The project will enact activities to build a more diverse teacher workforce and for transitioning STEM teachers of color into school leadership positions (pg. e39-e40).

Methodological tools matched to the objectives will support the successful implementation of program objectives (pg. e41).

CTAC (the applicant) will conduct the evaluation of the proposed program using a two-part evaluation strategy: first, a comprehensive review, focused on the overall initiative with formative and summative elements; second, a targeted review of the professional development component of the HCMS to determine the extent to determine the progress toward proposed outcomes (pg. e42).

The mixed methods approach and formative and summative data, both qualitative and quantitative will describe the impact of the activities conducted on the identified needs of the school (pg. e42-e45).

An extensive study of professional development, based on a process developed by CTAC, will measure the impact of professional development activities on teachers' classroom practices (pg. e46).

Weaknesses:

The logic model lacks short and mid-term outcomes. While the research cited is pertinent to this project, it is unclear if it is specific to STEM teachers and classrooms and if it describes current studies. Having the applicant conduct the evaluation of the program that they designed does not seem to offer the objectivity often expected in the evaluation of a program of this size. There is no baseline data provided. No timeline is provided for the evaluation.

Reader's Score: 20

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 applicant describes a plan to manage the operation of the proposed project through a Leadership Council that includes three committees and the Principals Working Group. The plan includes a timeline that outlines milestones and designates the groups responsible for completing each task.

Strengths:

The Leadership Council including the Superintendent of Schools (chair), CTAC's CEO, two associate superintendents, and the presidents of the Tracy Educators Association and the Tracy School Management Association, as well as the two co-directors will oversee the implementation of the project and the project evaluation (pg. e46-e47).

Two Co-Directors (each with .5 FTE) will lead the proposed project and ensure the planned activities are conducted.

The three committees, the Developing Talent Committee, the Performance-based Compensation Committee, the Workforce Diversity Committee, and the Principal Working Group will assist the Leadership Council in managing the program (pg. e47-e48).

A detailed timeline will guide the tasks to be completed and staff responsible, as well as the group that oversees and the year of implementation (pg. e51-e54).

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 applicant describes the impact that the proposed project will have on TUSD by enhancing STEM instruction and increasing student achievement, while also building a more diverse workforce.

Strengths:

The proposed AdvanceSTEM project will change both STEM learning and district equity in both systemic and sustainable ways.

By expanding professional development, establishing PBCS, and enhancing recruitment, induction, and leadership advancement, the project will improve the quality of education in the district as well as build capacity for future growth (pg. e54).

The proposed project is sustainable because of the district's commitment to a multi-year financial plan that uses human resources modeling and financial modeling to create a long-term staffing picture (pg. e54-e58).

Community partners will also contribute to the continued improvement in STEM education in TUSD (pg. e59).

Weaknesses:

No weaknesses 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:

Overview:

The AdvanceSTEM project provides training for teachers, principals, and STEM ILTs to improve content knowledge, instructional skills, and instructional leadership.

Strengths:

The proposed project will provide training in meeting the needs of diverse learners in STEM areas to better prepare teachers to adjust their instruction for all students (pg. e60).

By establishing STEM ILTs, the project will provide expanded leadership opportunities for teachers (pg. e60).

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:

Overview:

AdvanceSTEM provides strategies to increase educator diversity by recruiting teachers of color for high-needs schools.

Strengths:

The Aspiring Principals Leadership Academy will serve to transition effective STEM teachers of color into school leadership positions (pg. e60).

The project will provide anti-bias training to all teachers and principals (pg. e60)

Weaknesses:

No weaknesses noted.

Reader's Score: 5

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Technical Review Coversheet

Applicant: Community Training and Assistance Center, Incorporated (S374A210019)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	25
Quality of Project Design		
1. Project Design	30	20
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Resources	25	24
Sub Total	100	89
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	99

Technical Review Form

Panel #2 - TSL - 2: 84.374A

Reader #3: *****

Applicant: Community Training and Assistance Center, Incorporated (S374A210019)

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 demonstrates a clear need for the project. The application connects the proposed projects strategies, grant activities, and the identified gaps. The applicant thoroughly describes how it will integrate with and build on similar efforts within the districts. Across multiple examples, the application demonstrates how it is part of a comprehensive effort aimed at improving teaching and learning and describes its plan for implementing robust strategies aimed at successfully meeting the needs of the target population.

Strengths

The proposed project clearly describes significantly high numbers of minority students who are not STEM competent (e19). High needs schools are also evident by 51% to 80% of the students receiving free or reduced-price lunch (e19). Additionally, 5.4% of TUSD's students are homeless as compared with San Joaquin County (2.7%) and California overall (3.1%). Low academic achievement in STEM subject is also noted (e20). These needs will be appropriately addressed by the AdvanceSTEM project that will provide targeted, customized professional development to teachers with significant gaps in STEM knowledge and pedagogy. It improves their instructional leadership so they can increase the effectiveness of their STEM teachers (e23).

The proposed project will build on the efforts of the efforts of Tracy Unified School District (TUSD) to address the most critical outcome: making demonstrable improvements in student STEM achievement by incorporating the activities built within the AdvanceSTEM project. In The proposed project is supported by state and federal funds to expand the reach and impact of TUSD's HCMS to increase equity of opportunity and results for TUSD's students, particularly at high-need schools (e27).

The proposed project is clearly a multi-year, comprehensive effort to improve the quality of teaching, instructional leadership, and students' STEM academic achievement by incorporating the AdvanceSTEM three-year initiative to address TUSD's identified gaps with an improved and expanded HCMS (e27). The applicant will be able to build a diverse workforce by improving teachers' ability to implement rigorous academic standards in science and engineering, computer science and math in classrooms, and integrating high quality STEM instruction in their classrooms (e27).

The project design will successfully address, the needs of the target population or other identified needs. The applicant clearly connects the project needs to the AdvanceSTEM activities in Project Design Framework (e28-e29).

Weaknesses
None 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 applicant provides an adequate project design. The application connects the proposed projects strategies and grant activities to evidence-based research and a logic model, which provides an adequate rationale. The applicant provides a thorough review of relevant literature that supports a high-quality plan for project implementation. The applicant provides an adequate evaluation plan that will provide performance feedback.

Strengths:

A strong rationale is evidenced by research on effective instruction. This research supports the applicant's proposal to develop teachers with high levels of STEM knowledge and instructional skills (e30). Other research noted supports the applicant's proposal to develop principals who can provide STEM instructional leadership. Specific research notes, "highly effective principals can raise the achievement of typical students in their school by between two and seven months in a single year" (e31). The logic model provided connects the inputs, objectives, key project components, outputs and outcomes (e62). Each of the activities in the logic model are also aligned to the research described in the narrative (e30-e34).

The project is supported by an extensive literature review of research articles to support the proposed activities throughout the narrative (e30-e34). This research will ensure AdvanceSTEM improves and expands the HCMS, ensuring TUSD's capacity to improve educator performance and increase students' STEM achievement at high-need schools (e34). AdvanceSTEM's implementation plan ensures the success of this comprehensive HCMS initiative and is described in detail throughout the narrative, including targeted group, professional development focus and services, frequency and providers, and impact (e35-e40). Field-proven methodological tools to ensure successful achievement of project objectives are also evident in the narrative. For example, the CIR instrument formatively assess student learning in process-based on three domains of instructional quality: rigor, relevance, and engagement (e41). STEM rubrics, District-wide math and science assessments and recruitment protocols are some of the other assessment that will be used (e41).

The evaluation plan is evidenced by adequate methods of evaluation that will provide ongoing evaluative feedback, an annual formative evaluation of progress and a summative evaluation at the end of the project. Formative and summative evaluation processes are appropriately described including the collection of data (e42) by using quantitative and qualitative data that will be collected and analyzed, including interviews, focus groups, surveys, teacher, principal and ILT performance data, financial incentive payout data, human resources data, artifacts and student achievement data are all appropriate data points (e43-e44).

Weaknesses:

Although the applicant provides an exhaustive literature review, it is not clear how the research is related to the specific activities noted in the narrative. Additionally, short- and mid-term outcomes are lacking in the logic model making it difficult to determine how the applicant will monitor ongoing progress (e62).

In order to have a measurement for documenting significant change in the evaluation, baseline data, effect size and appropriate data analysis are needed. These areas are not clearly provided in the application. Additionally, and outside evaluator is not evident as this would provide and unbiased evaluation of the proposed project.

Reader's Score: 20

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 applicant clearly provides a structured grant management plan to ensure thorough, timely, efficient implementation of the proposed project with fidelity to the project design. Intentional management connecting project administrators, educators, partners, school personnel, students, families, and community representatives is evident and will ensure inclusive involvement of diverse stakeholders that aligns the proposed project to the needs of the target audience. The management plan is well developed and will ensure that the objectives of the proposed project will be met on time and within budget, including clearly defined responsibilities, timelines.

Strengths:

AdvanceSTEM provides the appropriate leadership and management to ensure fidelity and quality of implementation by actively engaging all key district decision-makers, and teacher and school management associations' leaders. A leadership council will oversee the entire initiative, review formative and summative evaluations and insure progress toward all project objectives and adjusts in order to strengthen implementation (e46). In addition to co-Project An appropriate management team with the appropriate skills to manage the proposed project is evidenced by the directors, the applicant has established within working committees to oversee various portions of the project (e47-e48). Other required personnel included the chief executive officer, co-project directors, coordinator of leadership development, coordinator HCMS, coordinator of instructional development, senior research scientist, director of management systems and others (e48-e50). Time commitments are also appropriate to managing the proposed project (e48-e50). Key milestones are evidenced in the timeline which will ensure the project is carried out on time. Budgeted items are clearly aligned to the proposed activities and appropriate (e51-e54; e147-e172).

Weaknesses:

None 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 applicant provides substantial evidence that they have resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan. They have also provided detailed evidence that demonstrates a commitment of a plethora of diverse partners. They have a clear plan for gathering stakeholder feedback. Stakeholders have also committed to the development of a multi-year financial plan that is critical to the project's long-term success. The applicant will leverage diverse district and partner resources to implement a Teacher and School Leader grant project that promises lasting, positive results that will extend beyond the grant period. The applicant also has an appropriate dissemination plan to share lessons learned, best practices, implementation guides, outcomes, research, and effective strategies.

Strengths:

The resources provided will clearly promote positive and lasting system changes that will improve outcomes for schools, educators and students by incorporating AdvanceSTEM which will markedly improve and expand TUSD's HCMS. It catalyzes changes in support of STEM learning and equity that are both systemic and sustainable. These include the professional development; compensation; and recruitment, induction, and leadership advancement systems (e54).

AdvanceSTEM ensures principals develop the expertise to inform, guide, and improve STEM instruction. Moreover, through the Principals Working Group, TUSD provides all principals with a structure for engaging in real-time, problem-solving to strengthen STEM learning (e54).

The proposed project will build capacity by increasing delivery of high-quality STEM instruction for all students, student learning characterized by engagement, rigor, and relevance, participation of STEM professionals across grades and classrooms, and increasing student achievement in STEM (e56). AdvanceSTEM also builds the capacity of the compensation system to align incentives to STEM priorities (e56). AdvanceSTEM's local capacity building will result in increased delivery of high-quality STEM instruction for all students, student learning characterized by engagement, rigor, and relevance, participation of STEM professionals across grades and classrooms, and increased student achievement in STEM (e56).

The applicant clearly proposes the continuation of AdvanceSTEM by planning for sustainability on the front-end of the initiative. In particular, TUSD's operational and fiscal model is based on anticipating and addressing the requirements for organizational sustainability, financial sustainability, and building a broad base of support (e57). TUSD is contributing \$7,671,190 in match funding for this initiative, demonstrating a significant commitment to the components of AdvanceSTEM (e58). A detail multi-year plan of operation to help them to ensure funding is available through appropriate sustainable practices is evidenced by having partnerships with, Tracy Educators Association, and Tracy School Management who support the proposed project and have indicated their commitment in letters of support (e59; e125-e128). The applicant also noted active support of 20 leading STEM-related employers from public and private sectors (e59).

Weaknesses:

None noted

Reader's Score: 24

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:

Overview:

An appropriate plan to designed to hire and retain diverse educators. They have provided numerous strategies for increasing the number of state or national advanced educator certifications by provided a plethora of high-quality professional development opportunities.

Strengths:

AdvanceSTEM builds the STEM content knowledge, instructional skills, and instructional leadership of teachers, principals, and STEM ILTs. It establishes STEM ILTs providing expanded instructional leadership. It supports high-need schools in developing effective, diverse educators. It provides training on meeting the needs of diverse learners through STEM (e60).

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:

Overview:

The applicant provides appropriate evidence of increasing educator diversity. They have created a clear plan to focus on underrepresented teacher candidates by providing professional growth and leadership opportunities that will help to influence school, district and state policies in order to improve diversity. The applicant also describes clear data systems, timelines and action plans for promoting bias free human resources that promote and support educator and school leader diversity.

Strengths:

b. AdvanceSTEM increases educator diversity by implementing key strategies to recruit STEM teachers of color to high-need schools. It also creates an Aspiring Principals Leadership Academy to transition effective STEM teachers of color into school leadership positions. AdvanceSTEM provides anti-bias training to all teachers and principals (e60).

Weaknesses:

None noted

Reader's Score: 5

Status: Submitted
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Technical Review Coversheet

Applicant: Community Training and Assistance Center, Incorporated (S374A210019)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	25
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1. Project Design	30	20
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Resources	25	25
Sub Total	100	90
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	100

Technical Review Form

Panel #2 - TSL - 2: 84.374A

Reader #2: *****

Applicant: Community Training and Assistance Center, Incorporated (S374A210019)

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 establishes an adequate need for the project. The application aligns programs/strategies, grant activities, and the identified gaps, and defines how it will integrate with and build on similar or efforts within the districts included in the consortium. For instance, the application establishes how it is plans to improve teaching and learning and details its plan for implementing robust initiatives aimed at effectively meeting the needs of the target population. e37, 50-53

Supporting Statements:

Strengths:

The proposed data management system will improve upon the identified gaps in current student achievement and effective educators by utilizing Talent C to assess and design a comprehensive effort to initiate, strengthen and sustain strategies supporting improvement in High-Need schools. e33, 37

The proposed employment, retention and recruitment plan consist of increasing workforce diversity; recruiting STEM teachers of color and engaging Educational Services in Human Resources recruitment; rewarding employees for improving STEM instruction and providing new teachers support to meet the needs of the target population. e53
Developing connections with STEM Collaboratory professionals; and connecting new teacher hires to partner with practitioners in STEM industries are proposed strategies that are designed to improve teacher learning. e53

The proposed Performance-Based Compensation Committee (PBC-C) meets quarterly improve teacher retention and stimulate improvements in overall school culture by elevating and rewarding educators; and promoting continuous educator improvement and learning. e51

Proposed training for principals will decrease the rate of principal turnover by providing principals with mentors and coaches to improve leadership practice. e50

The proposed weekly STEM induction support for new teachers for two years will prepare new teachers coming to CTAC from other districts or from university teacher preparation programs with training on the CTAC standards and expectations to meet the needs of the target population.

e50-52

AdvanceSTEM implements STEM-specific induction for STEM teachers in their first two years in TUSD. e50-52

It also builds principal capacity to implement the TUSD teacher evaluation system with fidelity and, in concert with the CIR instrument, advance the overall progress of teachers to improve student learning. e52,31

Weaknesses:

None.

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:

The project's design addresses elements of the selection criterion. The proposed project is designed around a consistent rationale and includes a detailed logic model that aligns project activities and goals with intended outcomes. It is unclear whether the project's design is rooted in relevant literature. The proposed methodological tools and methods of evaluation are appropriate to ensure successful achievement of project objectives. e41

Supporting Statements:

Strengths:

The proposed project's conceptual framework is adequately addressed and is likely to lead to sound project implementation due to the strong alignment between the proposed project activities and outcomes outlined in the logic model provided. e52

The detailed project plan provided in the applicant's proposal will lead to a more organized project implementation by itemizing project tasks, assigning task owners, outlining timelines for specified project deliverables to achieve project objectives. e52

The logic model described a set of evidence-based activities with measurable qualitative and quantitative outputs and outcomes. e52

Reports and discussions specific to the scheduled benchmarks, data collection, and the instruments to be used to capture and quantify this data will be utilized. e52,14

The applicant proposes to change human resources practices and implement targeted recruitment strategies for STEM teachers of color. e62

It also proposes to create an Aspiring Principals Leadership Academy—a pipeline for effective STEM teachers of color to transition to school leadership positions. e28

PBCS will be created to reward and recognize educators who improve instructional practices and increase students' STEM achievement. e41

The applicant indicates that it plans to implement a data analysis mechanism for use in assessing project implementation. Feedback, multiple assessments, analysis and dissemination of data will be ongoing to facilitate improvement and sustainability of effective strategies to improve project outcome. e 46, 47,28

Weaknesses:

The applicant proposed schedule does not illustrate personnel to manage and collect implementation data. e46-47

One of the educational studies at the foundation of the grant proposal is more than 17 years old. Given the basis in outdated research, it is unclear whether the proposed activities are built on a sufficient research base to lead to the type of innovative improvements that are sought. e.94

Reader's Score: 20

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 management plan is adequate to achieve the objectives of the proposed project. There is a clear timeline. Roles for key personnel are defined and sufficient staff time is allotted to the project to demonstrate the applicant's ability to achieve project objectives on time and within budget. e118

Supporting Statements:

Strengths:

The project's timeline is detailed and provides an outline for project implementation by positioning key benchmarks with outputs and outcomes outlined in the logic model. e62 Deliverables from partners and stakeholders involved in the project are also illustrated to accomplish project tasks. e62

Time commitments are suitable for project oversight responsibilities and tasks are noted.

District Math and Science Assessments: math (PreK-12) and science (6-12) will be administered to assess progress toward achieving intended outcomes. e54

The proposed project's Councils and Leaders meet monthly or quarterly to ensure decisive actions in addressing needs. e59-54

The evaluators provide quarterly formative reports with recommendations to improve implementation. e46-47

Associate Superintendent for Business Services, TUSD leads TUSD's budgeting, financial analysis, and long-term fiscal forecasts to support AdvanceSTEM. e50-51

The key personnel assigned to the proposed project stem from multiple areas of interest, expertise and departments within the organization, which suggests an opportunity for the project to have a systemic impact on the organization's overall operation. e50-51

The Leadership Council oversees the entire initiative, reviews formative and summative evaluations, ensures progress toward all project objectives, and makes adjustments to strengthen implementation. The Developing Talent Committee guides the professional development for the participating STEM teachers, principals, and STEM ILT members to achieve project objectives. e46,47

Weaknesses:

None.

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 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.**

General:

Overview:

The applicant considers the adequacy of resources for the project. It proposes the likelihood that the proposed project will: result in system change or improvement; build local capacity to provide, improve, or expand services; and has the resources to operate the project beyond the length of the grant to address the needs of the target population. e55, 38

Supporting Statements:

Strengths:

Proposed Recruitment, Induction, Leadership Advancement, AdvanceSTEM project, student achievement, cultural diversity, and career opportunities will likely build local capacity to provide, improve, or expand services that address the needs of the target population. e55

Proposed STEM ILTs and Principals Working Group will likely result in system change or improvement. e55

AdvanceSTEM broadens the instructional leadership capacity of the schools; and provides ongoing coaching to address bias and diversity among the target population. e55

The applicant demonstrates that it has the resources to operate the project beyond the length of the grant. e59,74

The applicant is in partnership with the Community Collaboratory, which has the active support of the 20 leading STEM-related employers from Tracy's private and public sectors. e59,74

TUSD is also partnering with the San Joaquin County Office of Education to develop additional STEM curriculum and assessments. AdvanceSTEM builds on these exceptional relationships to ensure the project's long-term success. e59,38

The applicant includes a multi-year financial and operating model and accompanying plan to ensure budget

accountability. e58

The applicant also demonstrated commitment of partners (Tracy Unified School District (TUSD: Tracy, CA); and evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success to incorporate and sustain curricula and strategies within the institution beyond the grant period. e 18,59

Weaknesses:

None.

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:

Overview:

The application provided high-quality professional development opportunities to all educators. Proposed projects are designed to increase the number and percentage of experienced, effective, and diverse educators. High-quality professional development opportunities are offered to meet the needs of diverse learners, including students with disabilities and English learners. e52-53

Supporting Statements:

Strengths:

The proposed STEM induction program is designed to improve educator effectiveness and support the professional

growth of teachers and administrators. Extensive professional learning for teachers, assistant principals, principals and district administrators linked to the organization's Community is calculated to meet the needs of some diverse learners. The applicant proposes to provide targeted, customized professional development to teachers with significant gaps in STEM knowledge and pedagogy. To improve their instructional leadership the applicant will develop principals' knowledge of STEM content and standards and strengthen the ability of principals to implement the teacher evaluation system with fidelity and quality. The applicant will establish and develop STEM ILTs to broaden the instructional leadership capacity of the schools and provide ongoing coaching to STEM teachers.

All STEM teachers, principals, and ILTs will receive training on addressing bias to improve instruction. AdvanceSTEM builds on exceptional relationships (Community Collaboratory) to ensure the project's long-term success. The project provides differentiated, targeted professional development to increase STEM instructional effectiveness to meet the needs of diverse learner. e28,59

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:

Overview:

The proposed project is designed to improve educator effectiveness and support the professional growth of teachers and administrators. Extensive professional learning for teachers, assistant principals, principals and district administrators linked to the organization's Community is calculated to meet the needs of diverse learners, including students with disabilities and English learners. e60

Supporting Statements:

Strengths:

The application proposes to implement key strategies such as anti-bias training to recruit STEM teachers of color to high-need schools. It also creates an Aspiring Principals Leadership Academy to transition effective STEM teachers of color into school leadership positions to increase educator diversity. AdvanceSTEM fundamentally changes human resources practices and implements targeted recruitment strategies for STEM teachers of color. AdvanceSTEM also provides an Aspiring Principals Leadership Academy which identifies, prepares, and transitions STEM teachers of color to become STEM instructional leaders. Human Capital Management System explicitly links STEM instructional improvement and instructional leadership effectiveness to student STEM achievement. The Developing Talent Committee will establish the STEM induction program for new STEM teachers. Members The Developing Talent Committee will guide the professional development for the participating STEM teachers, principals, and STEM ILT members. Specific leadership counseling will be provided to principals, STEM ILT members, etc. to meet the needs of the target population. e60,47

Weaknesses:

None.

Reader's Score: 5

Status: Submitted

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