

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

Status: Submitted

Last Updated: 09/03/2021 09:57 AM

## Technical Review Coversheet

**Applicant:** National Institute for Excellence in Teaching (S374A210012)

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

	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	20
<b>Adequacy of Resources</b>		
1. Resources	25	25
<b>Sub Total</b>	100	100
<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	110

# Technical Review Form

Panel #4 - TSL - 4: 84.374A

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

Applicant: National Institute for Excellence in Teaching (S374A210012)

## 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:

The applicant has provided clear information regarding the need for the project. The application identifies gaps and weaknesses, and the district's plan will utilize existing funding streams to improve the academic success of their high poverty, high-minority student populations; and provide a diverse teaching force. The applicant will district leaders coaching that will ensure that efforts will successfully address the needs of the target population.

### Strengths:

Data provided clearly describes gaps, weaknesses, and relevant issues that include the lack of a diverse teaching force. IMPACT districts experience low levels of student achievement, and IMPACT districts face challenges staffing classrooms with effective teachers and have high educator turnover rates.(e21-22) The proposed project will build on similar related efforts supporting educator growth and improvement align to the Texas state equity plan, the state ESSA plan, the state House Bill 4545, and the Teacher Incentive Allotment (TIA) enacted in 2019 through House Bill 3. (e23) The applicants' plan for professional development will effectively provide training from regional services centers in curriculum, assessment, and PLCs. (e23-24) The applicant's plan to serve students will improve their access to quality instruction through intensive on-site support for district leaders, school leaders, and teacher leaders will improve teaching and learning by providing district leader coaching that will occur monthly using NIET's District Instructional Framework to align and strengthen HCMS elements, establish a District Leadership Team (DLT) to monitor and support high-quality TAP System implementation in schools, and build stakeholder support for systems change. (e27-28)

### 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:**

The applicant presents a well-developed plan to increase the skills of current educators as well as improved recruitment and retention of effective, diverse educators due to the combination of increased support and opportunities for leadership roles and additional compensation. HCMS structures are supported by a high-quality plan for project implementation. Progress toward achieving intended outcomes will occur through providing performance feedback and periodic assessment of progress.

**Strengths:**

The logic model and design structure clearly demonstrate a rationale by including strategies and components that are based on research. Teacher and school leader effectiveness will result from both increases in the skills of current educators as well as improved recruitment and retention of effective, diverse educators due to the combination of increased support, opportunities for leadership roles, additional compensation. (e29)

The applicant's district's plan will develop coherent HCMS structures through a clear vision for improvement and a plan for continuing to build alignment across elements of the HCMS with a high-quality plan for implementation. (e259, e28) The plan to create and implement a systematic monitoring process where all educators monitor, evaluate, and review student progress to ensure the academic needs of all student populations are being met will be sufficient to evaluate the fidelity and success of implementation and will include feedback mechanisms to facilitate improvement. The applicant will provide performance feedback through school leader supervisors who will allocate time for site-based observations of school leaders through multiple cycles of formal evaluation to strengthen their ability to accurately evaluate school leader practice and provide high-quality feedback for improvement. The periodic assessment of progress toward achieving intended outcomes will be seen by the following steps. School leaders and their district-level supervisors will train together and receive job-embedded coaching to strengthen processes for observation and feedback. (e36) The program data and artifacts will be discussed during monthly meetings with the project director, and educator effectiveness and student achievement data will be examined and shared with district partners and other key personnel annually. At the conclusion of the grant, the evaluator will assess the overall accomplishment of goals and conduct a thorough analysis of lessons learned. (e44-45)

**Weaknesses:**

None 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:**

The applicant has justified a strong grant management plan that will focus efforts on progress monitoring and oversight of coordination of services, timely implementation, budget oversight and provides efficient evidence of how they propose to complete project activities on time and within budget.

Strengths:

An inclusive management team will effectively provide project planning and oversight which consists of NIET and includes the principal investigator (PI), project director (PD), senior specialists (SS), the research team (Research); local education agencies (LEAs) include the school and district leadership team members; and BranchED, which includes the BranchED training development and delivery team. NIET will serve as the fiscal agent for IMPACT who is highly accomplished with years of relevant professional experience. (e46, Appendix) The applicant will support effective program administration, implementation, budget oversight establish the TSL Advisory Board, and kickoff meetings with each district leadership. These management activities are appropriate to the project and will occur within the first quarter which demonstrates that key tasks will be conducted on time. (e45.53)

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:**

The narrative includes plans to improve services that will leverage growth, systemic change as well as continuously build capacity. The broad support from stakeholders has been noted and will facilitate sustainability beyond the length of the grant. However, the applicant has not provided a multi-year financial and operating model.

Strengths:

Through their diversity efforts, IMPACT will create change in classroom practice through 1) multiple measures of teaching and learning to provide the data to set goals and monitor progress, 2) weekly collaborative learning teams led by trained teacher leaders that provide job-embedded professional learning tied to specific classroom challenges that will impact the district's students and educators for years to come. (e53) The proposed project's plan for professional development will provide districts with individualized training, resources, and support for all educators through the EE PASS portal, an interactive web tool that will result in ongoing system changes by building capacity that will extend beyond the period of Federal financial assistance. (e62) The applicant describes an operational model that includes compensation for teacher leader roles as a core strategy included in the state's Equitable Access to Excellent Educators plan and is an approved use of state funds for schools in need of improvement. IMPACT districts are also committed to drawing upon these state funds and reviewing existing uses of local, state, and federal Title I and II funds to continue implementing the best

practices learned from the training and support provided through this opportunity. The applicant demonstrates that it has the resources to operate the project because of its commitment to sustainability, IMPACT district partners are providing a more than 50% in-kind matching contribution beyond the length of the grant. (Budget Narrative and Appendix D: Match Intent and Ability Letter) The applicant has described partnerships that will clearly provide ongoing delivery of services of broad support from stakeholders as evidenced by the 87 letters of support submitted by teachers, school leaders, district leaders, community leaders, and elected officials, including the Texas Education Agency (TEA) for each year of the grant's lifecycle and beyond. (Appendix C: Letters of Support)

Weaknesses:

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:

The applicant has provided strategies that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators.

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:

The applicant will clearly provide 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. (e18-19)

Weaknesses:

None noted.

Reader's Score: 5

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Status: Submitted

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## Technical Review Coversheet

**Applicant:** National Institute for Excellence in Teaching (S374A210012)

**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	20
<b>Adequacy of Resources</b>		
1. Resources	25	23
<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 #4 - TSL - 4: 84.374A

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

Applicant: National Institute for Excellence in Teaching (S374A210012)

## 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 proposes a robust project design focused on aligning, expanding, and improving the current Human Capital Management Systems (HCMS) and Performance-Based Compensation System (PBCS) for teachers and teacher leaders in 19 high-need schools across 4 school districts in the State of Texas. Appropriately detailed are the specific gaps and weaknesses in the current PBCS and HCMS systems (e.g., the need for valid and reliable evaluation processes using research-based rubrics; the creation of formal, instructionally focused roles for teacher leaders; and job-embedded collaborative professional learning to include a system of performance-based compensation). Specific strategies for addressing each of the gaps and weaknesses are identified. For example, the current compensation system is not tied to performance, has lower salaries compared to nearby large districts, and does not provide recruitment incentives for hard-to-staff positions (pg. e15, 18-20).

#### Strengths

The robust project design is appropriate and provides sufficient evidence of a quality plan that includes evidence-based literature and activities to include the provision of District Leader coaches that will provide monthly trainings using the evidence-based Teacher Advancement Program (TAP) that has documented increased effectiveness in teachers and school leaders, increased retention, and the ability to attract effective educators to the District. The plan to provide students with effective school leaders in and out of the classroom is detailed (pg e19-21).

The proposed project is appropriate and part of a comprehensive plan to improve student outcomes, as evidenced by the efforts to improve teaching and learning that support rigorous academic standards. For example, the applicant states that the targeted districts serve large populations of students of color and students from low-income families that is supported with data on the high percentage of economically disadvantaged students that range from 73% - 89%, which is an extremely high number when compared to the state rate of 60% (pg. e20-22).

**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 applicant demonstrates a rationale for increasing teacher and school leader effectiveness that will ultimately result in building and increasing skill sets of current educators, and at the same time improving the recruitment and retention of “effective and diverse educators,” citing research from the Center for American Progress, 2014; Hudgens et al., 2020, 2010. Pg. e29

**Strengths:**

The project design's Theory of Action is grounded in the literature that supports the model of promoting teacher and student growth through instructional accountability, professional development, teacher advancement roles, performance-based compensation, and targeted support from administration throughout the district. For example, the applicant cites research from Darling-Hammond et al., 2017, and Desimone et al., 2002; on the importance of professional development that includes active learning, teacher collaboration, and the alignment of increased student achievement levels and teacher learning. Pg. e31, 72-77.

The methodological tools that will be used to address the needs are detailed and include observation ratings that measure student growth using the State Accountability System and Assessments and by regular meetings with the committee to begin planning for sustainability. (pg. e41-42).

The plan for continuous feedback is detailed and consists of weekly collaborative learning groups that focus on improvement feedback from the evaluation process through multiple cycles of formal evaluation and site-based observations of leaders (pg. e36-42).

**Weaknesses:**

No weaknesses 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:**

The applicant provides a high-quality management plan that will provide the needed staffing and services to implement the project with fidelity. The management plan appropriately outlines the objectives, timelines, milestones, and responsible staffing. The management plan is organized around three key components (e.g., milestones and tasks, key personnel, and timelines for completion). The alignment of the project activities to the various milestones for each quarter of the year provides a clear focus for meeting the stated objectives.

The overall management plan provides a clear roadmap for implementation. For example, in Year 1, the focus will be on establishing an advisory board, conducting kickoff meetings with each of the district leadership, and establishing committees. The majority of items will be completed in the first quarter (i.e., staffing, establishment of committees, and monthly Board Meetings will start in the second quarter, which will provide an opportunity for the project to get its sea legs (pg. e46-49).

**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:**

The proposed project design provides sufficient evidence of a high-quality plan that has strong potential to result in system change. The implementation of the TAP system in the IMPACT schools, the collaborative learning teams that will be led by teachers with job-embedded professional learning skills, the implementation of individual instructional coaching, and school leadership teams that will be responsible for driving school-level change (pg. e53).

**Strengths:**

The overall project design demonstrates a robust and comprehensive program that will build school leadership teams, use data for goal setting, provide opportunities for teacher and teacher leaders to affect change as it relates to learning and coaching, and provide opportunities for school leaders to grow their own through the ability to train and develop teachers that can one potentially be school leaders (pg. e53-55).

The collaborative meetings that will also identify ways to extend strong practices and develop shared commitments to meeting District Goals is another strong aspect of the overall project design (pg. e55).

**Weaknesses:**

The applicant does not provide a multi-year financial and operating model with an accompanying plan that demonstrates the resources to operate the project beyond the length of the grant (pg. e 56-57).

**Reader's Score: 23**

## 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:

The applicant addresses the competitive preference priority outlining a robust plan for increasing the effectiveness of all educators as a strategy for reducing the variations of effectiveness across and within the schools. One of the strategies is to include stipends that will provide supplies and subject matter experts (pg. e18, 53).

No weaknesses were 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 applicant addresses the Competitive Preference Priority and documents a comprehensive process that includes the partnering with national and local agencies to identify strategies for ensuring teacher excellence and professional growth. The overall project design provides a strong focus on professional development, as evidenced by the plan for high-level professional development activities aligned with research and effective practices. The implementation of job-embedded and collaborative professional learning in the program design sufficiently demonstrates the importance of increasing educator diversity through robust training and development programs.

No weaknesses noted.

**Reader's Score: 5**

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Status: Submitted

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## Technical Review Coversheet

**Applicant:** National Institute for Excellence in Teaching (S374A210012)

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

	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	20
<b>Adequacy of Resources</b>		
1. Resources	25	25
<b>Sub Total</b>	100	100
<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	110

# Technical Review Form

Panel #4 - TSL - 4: 84.374A

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

Applicant: National Institute for Excellence in Teaching (S374A210012)

## 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 demonstrates a clear need for the project. The application provides comprehensive details for each element of the needs section, identifying gaps, integration of resources for positive outcomes, and addressing the needs for the target population. The application demonstrates how it is part of a comprehensive effort aimed at increasing teacher and school leader effectiveness and improving teaching and learning across the 19 high-needs schools.

#### Strengths

The applicant's proposal to address gaps and weaknesses is part of a comprehensive effort to attract and retain effective teachers and reduce high turnover by creating leadership teams and opportunities for professional growth. (e.20-21)

The applicant's proposed IMPACT programs Principal Standards Rubric evaluation tool will improve teacher retention and stimulate improvements in classroom instruction by providing opportunities for rewards and recognition. (e.24)

The applicant's proposal to partner with Branch ED is part of a comprehensive effort to improve teaching and learning that will provide extensive support to teachers and school leaders by increasing their knowledge by providing on site coaching. (e. 25)

#### Weaknesses

No weakness 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 demonstrates a clear rationale for all elements of the project design. The applicants proposed projects rational is consistent and includes a detailed logic model that aligns with the project activities and intended outcomes to increase student achievement and promote equitable access to effective educators in 19 high-need schools. The applicant provides a comprehensive Research Framework Impact Theory to support its strategies, objectives, and intended impacts.

Strengths:

The projects proposed plan will increase teacher and school leader effectiveness through increasing the skills of current educators, school leader coaching, teacher leader training, and enhancing recruitment efforts that consist of providing performance-based compensation and creating focused roles. (e.28-29)

The applicant proposed project evaluation tool is likely to lead to sound project implementation the projects align with the projects logic model, key personnel and expected outcomes to increase teacher effectiveness, increase in school leader effectiveness and improve student achievement. (e.42-45,49 e. 60)

Weaknesses:

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 comprehensive management plan described by the applicant demonstrates the capacity to achieve the objectives of the proposed project. The applicant provides a clear timeline and identifies key Personnel with detailed resumes and qualifications that effectively align with the projects budget.

Strengths:

The applicant's project timeline is detailed and provides a clear map for project implementation by aligning the key



milestones and task to the Key personnel, partners, and stakeholders involved in the project. (e.46-48)

The applicant provides a detailed table documenting the milestones and key tasks for each year which includes milestones & tasks, personnel responsible and timeline for completion. Key personnel have extensive research and education experience within the communities, districts, and organizational partners and this will provide the opportunity for the program to have continued systemic impact and longevity beyond the grant funded year. (e.335)

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 provides a reasonable plan for the proposed project beyond the life of the grant, result in system change, and build capacity to provide, improve or expand services to target population. The applicant identifies the use of various tools as indicators for instructional excellence such as the District Instructional Tool. The applicant provides an extensive sustainability plan that includes match intent and ability support letters for funding beyond the 5- year grant.

Strengths:

The applicant documents that IMPACT partners are providing more than 50% in-kind matching contributions. This will help to sustain and grow a system of continuous improvement. (e.56, Appendix D, e.320)

The applicant provides a unique financial plan to build their own training capacity that will reduce the cost of project implementation for future years, enabling cost savings for fiscal sustainability. (e.57)

The applicant provides a strong argument for stakeholder support that will assist in the operational resources beyond the length of the grant as evidenced by the 87 attached letters from stakeholders. Overall, resulting in long term systemic sustainable change. (e.56)

Weaknesses:

No weakness noted

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 applicant will use the NIET's evidenced based TAP system to provide educators with opportunities for professional growth. This implementation has been shown to increase the effectiveness of teachers and school leaders and increase educator retention by providing advancement strategies, rigorous instructional evaluation and feedback and performance-based compensation. (e.19)

Weaknesses:

No weakness noted

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 applicant documents support for district level change by incorporating the BranchED's expertise in education diversity. The applicant provides demographical information that includes the racial composition of non-white teachers and non-white students, resulting in 3/4th being students of color and only 35% of teachers are teacher of color across districts to be served. (e.22-23)

The applicant documents that in year 1 there will be three-part workshop series focusing on building culturally responsive teachers and school leaders that are equipped and empowered to embrace identity and diversity. (e. 28)

Weaknesses:

No weaknesses noted

**Reader's Score: 5**

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**Status:** Submitted

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