

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

Status: Submitted

Last Updated: 09/03/2021 09:41 AM

Technical Review Coversheet

Applicant: The School Board of Broward County, Florida (S374A210005)

Reader #1: *****

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

Technical Review Form

Panel #4 - TSL - 4: 84.374A

Reader #1: *****

Applicant: The School Board of Broward County, Florida (S374A210005)

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 clearly documented information regarding the need for the proposed project. The applicant has identified gaps and weaknesses to meet the need for further supports and compensation to ensure that the HCMS recruits, develops, and retains highly effective, diverse educators while providing educators with opportunities for mentorship and career growth across a clearly defined career continuum in high-need schools. The applicant will employ an Induction Coach and Master Teachers who support teachers through personalized professional learning and coaching 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 factors that are exacerbated by higher numbers of new teachers, fewer highly effective teachers, and low teacher retention in economically disadvantaged environments and noted students perform lower on state tests (e 26). BrIDGES evaluators engage in a credentialing program that includes the knowledge and skills necessary to effectively evaluate instructional personnel using the Marzano Focused Teacher Evaluation Model (FTEM) (e122) The applicants' plan for a professional development tool will improve self-assessment and includes nine online modules to strengthen teacher knowledge in the areas by building upon previously related efforts such as the evaluation frameworks for teachers and administrators that encourage the conscious improvement of instructional and leadership practice based on performance data collected (e27-32). The applicant's plan to utilize Induction Coach and Master Teachers will effectively meet the needs of teachers and schools by providing enhanced and differentiated transformative coaching strategies to support teachers in relevant curriculum strategies and initiatives. (e32)

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 provides a well-developed plan to improve teaching and learning in the Florida area. The applicant will provide a high-quality plan for project implementation evident and supported by a literature review of best practices. 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 include strategies and components that are based on research that identify and reward highly effective teachers, promote an environment in which teachers can develop their skills over time, and ensure that school leaders are equipped to identify effective teachers and make human capital decisions based on teacher effectiveness. (e36) The applicant's plan to provide incentives to those teachers to serve in high-need schools and reward school leaders for retaining highly effective teachers is sound and aligns with school goals and is based upon a high-quality plan for project implementation. (e35-36) The applicant includes more than 650 equity liaisons are operating in every school and many District offices to infuse equity and inclusion into all programs and services. BABSE established a coalition of Black educators, administrators, and other professionals, directly and indirectly, involved in the educational process by creating a forum for the exchange of ideas and strategies to improve opportunities for Black educators and students. (e30) Florida's BEST Standards use a progress monitoring tool that generates a report to identify the areas of content where a teacher's students are growing the least from one assessment to the next that will be sufficient to evaluate the fidelity and success of implementation and will include feedback mechanisms to facilitate improvement and sustainability of effective strategies. (e50) BCPS will make report findings available through presentations to the Cabinet, Commissioners, School Board, and Broward Education Foundation that will allow progress to be shared, the Implementation Study will examine a variety of data, collected through observations, interviews, and focus groups, to provide regular feedback to program staff to direct continuous improvement and refinement of the project. (e50)

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 documented a 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 dedicated leaders who are highly accomplished with years of relevant professional experience (e57-60). Director, Coaching and Induction, and Project Director will provide overall leadership to the project, using project management and budgeting software, and leading activities related to transfer bonuses, the PBCS, and the CCLT. (e58). The project management team will conduct hiring for grant-related positions and refine and confirm evaluation plans are appropriate to the project and will occur within the first quarter which demonstrates that key tasks will be conducted on time. (e61-63)

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 result in system change and are likely to build capacity. The broad support from stakeholders has been documented and will facilitate sustainability beyond the grant period.

Strengths:

Through their diverse efforts, the applicant will be sustained for the long-term success of EQUIP initiatives (such as BrIDGES and BASA evaluations, ACCESS and ACCEL performance pay systems based on evaluation data, and robust professional learning system) that will impact the students and educators for years to come. (e 65-67) The proposed project's plan for professional development - EQUIP initiative designed to build local capacity is the CCLT, which will work in a coordinated way to develop the leadership skills of all educators in each selected school. (e64) The applicant includes a multi-year financial and operating model that has described a grant in the amount of \$840,000 from the Florida Department of Education Computer Science. A grant that will support EQUIP schools through the infusion of instructional technology and training for teachers in relation to computer science certification and related exams. James Patterson Literacy Challenge grant through the University of Florida will provide \$622,000 which can be leveraged in support of transforming the literacy culture within participating schools through professional development for educators. (e67) The applicant's stakeholder support of EQUIP and commitment of partners is evidenced by the letters of support found in Appendix C that will clearly provide ongoing delivery of services each year of the grant's lifecycle and beyond. (Appendix C)

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 for strategies that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators. The applicant's funding for exam preparation, vouchers, and coursework will clearly support high-need schools by providing teachers with emergency credentials to obtain full certification. (e22)

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 supports strategies and practices that are focused on underrepresented teacher candidates to provide them with clear pathways and intensive support to enter the teaching profession. The Para-to-Teacher Residency and Substitute-to-Teacher Residency will draw from populations that are even more diverse will clearly assist in that students will be taught by ethnographically and linguistically similar educators. (e22-23)

Weaknesses:

None noted.

Reader's Score: **5**

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Technical Review Coversheet

Applicant: The School Board of Broward County, Florida (S374A210005)

Reader #2: *****

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

Technical Review Form

Panel #4 - TSL - 4: 84.374A

Reader #2: *****

Applicant: The School Board of Broward County, Florida (S374A210005)

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 addresses the Absolute Priorities, outlining the strategy for conducting evaluations and providing ongoing support over the next three years (i.e., implementation of new standards and assessment process, updated teacher evaluations, and comprehensive professional learning activities) that will ultimately result in supporting equity in the system.

The applicant is proposing to serve 20 of the highest need schools (16,546 students, 1,071 teachers, and 59 administrators) that have been selected based on high poverty rates, levels of student diversity, academic need, and includes a willing and enthusiastic administrative team.

Strengths:

Significant gaps and weaknesses and disparities in the Performance Based Compensation Systems (PBCS) are identified. For example, 61% of teachers in the more affluent areas with low percentages of students eligible for Free and Reduced Lunch are rated as Highly Effective, as compared to a 39% rate for their counterparts who serve students in areas with significantly higher Free and Reduced lunch numbers. This disparity significantly affects income levels for teachers in schools with low academic achievement levels, as the PBCS is weighted 50% for Instructional Practice, 15% for Deliberate practice, and 35% for student performance (pg. e27).

A comprehensive plan for building on the existing (PBCS) and (HCMS) systems by leveraging work from existing programs (e.g., evaluation frameworks for teachers and administrators that focus on improving instructional and leadership practices based on performance data collected) are detailed. Strategies are well-thought-out and in alignment with the overall project goals and objectives.

Current efforts to improve teaching and learning that supports rigorous academic standards are identified to include recommendations from a 2015 report from the Center for American Progress on the modernization of the teaching profession through systemic change. For example, the applicant identifies strategies to increase professional development opportunities (e.g., working with policymakers and education officials to address challenges with recruiting; training, developing; retaining; and supporting teachers with effective leaders and professional learning environments) pg. e33).

To meet these ambitious goals, the applicant cites best practices from (e.g., Aragon, 2016; Wixom, 2016; Workman &

Wixom, 2016, Woods, 2016) that supports the overall project design and proposes to target funding towards research that will identify evidence-based practices associated with high-quality mentors, competitive salaries, supportive working conditions, and effective induction programs that align with a high-quality professional development plan that leads to career pathways.

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 presents a comprehensive Logic Model that outlines the problems, resources that will be leveraged, strategies, and the short and long-term outcomes. For example, the applicant has identified an inequitable distribution of diverse, Highly Effective (HE) educators as an area in need of improvement.

Strengths:

The applicant provides evidence of a plan to reduce implicit biases as it relates to professional learning opportunities and compensation. The Logic Model appropriately identifies the problems (e.g., inequitable distribution of diverse, HE educators); resources (e.g., need for equity in current hiring processes), strategies (e.g., increase diversity through recruitment and retention of diverse HE educators), and short-term goals (e.g., increase the percentage of HE teachers and reduce the demographic gap between students and teachers) goals (pg. e34,e69).

Identified areas to be refined (e.g., revised observer training and guidance in alignment with the State content standards for English Language Arts [ELA] and Math) are supported by evidence-based research cited from Aragon, 2016; Wixom, 2016; and Workman & Wixom, 2016; and Woods, 2016, that aligns with the goal of improving teacher effectiveness through the provision of high-quality mentors, competitive salaries, effective induction programs, and career pathways for advancement (e.27,36).

A formative and summative evaluation design will focus on implementation and impact using a quasi-experimental design matched with comparison groups (e., FRL status, ethnicity, attendance) that will allow for the collection and evaluation of qualitative (e.g., interviews, observations, focus groups) and quantitative (e.g., student achievement and grade increases, number of schools that increase rankings) data points. pg. e53

No weaknesses were 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 provides a strong management plan that outlines the timelines, tasks, responsible parties, and milestones. For example, the hiring of staff and refining and confirming the evaluation plan will take place in October during the first year of the project, with a milestone for November.

A quality management plan that outlines the tasks, responsible party, year tasks are to be completed, and clearly defined responsibilities (e.g., hold PMT meetings every month throughout the three years of the project) are detailed and include alignment of staffing to the specific project activity. pg.e57-61

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 applicant proposes to integrate lessons learned from programs already implemented, such as certification preparation, para-to-teacher, and substitute-to-teacher residency programs. The goal is to increase the numbers of diverse and highly effective teachers in the district by exploring the use of transfer bonuses that have the potential to improve the equitable distribution of diverse, effective educators throughout the county/

Strengths:

The applicant provides evidence of a robust plan of implementation that has strong potential for system change and improvement. For example, building out the teacher evaluation and observer training to align with new State standards and the Performance-Based Compensation System to ensure alignment align with the new assessments and leveraging stakeholders with activities such as focus groups, surveys, evaluations, listening sessions, workgroups, and task groups that have potential to inform the applicant of needs in the targeted communities.

Weaknesses:

The applicant does not provide sufficient detail on the existing funding streams that will be used to support the project design. They discuss what they want to happen but do not identify the funding streams that will be leveraged to meet project objectives (2 points not awarded).

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 appropriately addresses the Competitive Preference Priority (CPP), outlining the strategies that will be used to increase the number and percentage of effective educators. The overall project design focuses on strategies and activities for adopting, implementing, and expanding efforts for ensuring high-quality Teachers and Teacher-Student Leaders (TSL). For example, the applicant proposes to provide funding for exam preparation and vouchers for completing coursework that will assist teachers on emergency credentials with completing the necessary coursework to obtain full certification.

Various high-level support services include Induction Coaches that will support novice teacher and supervise school-based mentors that will support teachers have been identified as struggling and in need of support; and professional development that focuses on culturally relevant pedagogy. As a result of Covid-19, the applicant also will ensure support in the areas of mental health and wellness to include strategies for a post-pandemic academic academy for new and existing staff at the targeted schools.

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:

The applicant documents a need for high-quality educators in the targeted underserved communities to ensure equity across the District. The proposed project will support 20 of the highest need schools based on high poverty rates, levels of student diversity, and academic needs. The data cited demonstrates the dichotomy in educator diversity as it relates to schools with low poverty rates.

The proposed project design is detailed and identifies robust strategies that focus on implementation and expansion of the educator workforce by working with existing organizations (e.g., Black and Hispanic Educators) that can identify diverse candidates who are ethnically and linguistically similar to the targeted population.

The plan is detailed and outlines appropriate strategies for supporting incoming educators; For example, the applicant will provide Induction Coaches in the first year of the project that will focus on training for Principals and Teacher Leaders as it relates to cultural competency and culturally relevant teaching for all teachers at the targeted schools (pg. 21-23).

No weaknesses were noted.

Reader's Score: 5

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Technical Review Coversheet

Applicant: The School Board of Broward County, Florida (S374A210005)

Reader #3: *****

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

Technical Review Form

Panel #4 - TSL - 4: 84.374A

Reader #3: *****

Applicant: The School Board of Broward County, Florida (S374A210005)

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 will build on existing practices, programs and policies to improve opportunity gaps and relevant outcomes for target population. The applicant thoroughly describes how its current programs, policies, rigorous strategies and new innovative new programs will help to sustain the growth of its educational systems, student success rates, and educator growth and development.

Strengths

The applicant's attention to equity plan is part of a detailed effort to establish a diverse system to transform the districts and decrease racism by providing equity and inclusion for teachers, administrators and students. (e.30)

The applicant's enterprise accountability plan is part of a comprehensive effort to support rigorous academic standards of students that will collectively improve the overall districts performance and identify challenges to school, teacher, and student achievements. (e.33)

The applicant's BRIDGES and BASA evaluation system is part of a valid effort to improve the practices of BCPS educators using the relevant outcomes aligned with Florida State Policy. The evaluation system will provide the data needed for making sound HCMS decisions. (e.28, 122)

The applicant's proposal to establish and train educators using a Career Continuum Leadership Team is part of a comprehensive effort to improve teaching and learning that will extensively improve teaching and learning by building educator capacity at each participating school (e.21) The applicant's plan for a one-year Intern School Leader program, two-year Induction Coaches, and mentors will effectively support teachers and leaders by providing job-embedded support. (e.21)

The proposed online professional development tool iObservation Academy will strengthen the knowledge and awareness of educators by providing extensive self-assessments and modules to enhance personal and professional development.

(e.31)

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 project's design adequately addresses all elements of the selection criterion. The proposed project is designed around a consistent rationale and includes a detailed logic model that aligns project activities with intended outcomes, it is clear the project's design is rooted in current and relevant literature and supported. The proposed strategies, methodological tools, methods of evaluation and professional development opportunities are appropriate to ensure successful achievement of project objectives.

Strengths:

The proposed plan to establish a Career Continuum Leadership Team will encourage the growth for all educators. pathways for success and advancement that include a teacher pathway, coaching pathway, and leadership pathway. (e. 27)

The proposed plan will improve equitable access to diverse, effective/highly effective educators through recruitment efforts that consist of Transfer bonuses to allow teachers to transfer to EQUIP schools, providing stipends for effective/highly effective teachers, Teacher Residency & Para-to-Teacher Initiatives in partnership with Broward College aimed at increasing teacher retention and the ability to pursue higher education degree. (e. 38-39)

The proposed Advancement of School Leader Program is part of a comprehensive effort to build capacity of educators at all stages by providing the opportunity to earn doctoral degrees in Educational Leadership creating a sustainability and improving retention in High-Needs schools. (e.46)

Weaknesses:

No weakness 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 management plan described by the applicant provides a clear and comprehensive timeline, roles and resumes for key personnel and milestones for accomplishing the projects task. The plan aligns with the proposed budget.

Strengths:

The Projects milestones and timelines are detailed and provide a clear roadmap designed to drive continuous improvement that includes data checkpoints that align with key benchmarks against the outputs and outcomes in the logic model. (e.61,62,63)

The applicant provides resumes and roles of key staff assigned to the project stem from multiple internal departments within the organization, which suggests an opportunity for the project to have a systemic impact on the organization's overall operations. (e. 57,58,59,60)

The applicant provides a detailed EQUIP Chart that documents Task, person responsible, timelines and milestones detailed for 3 years with targeted monthly milestones documented. By providing the phase in approach the applicant ensures that all goals and objectives are implemented. (e.61-63)

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 documents an extensive history of adequate resources comprised of past successes with federal grants

and other funding, collaborations with community partners, and being the recipient of numerous awards for maintaining the highest levels of student success. The applicant demonstrates that it is extremely capable of maintaining the highest levels of success for its target population.

Strengths:

The applicant's resource plan includes past success with Federal Grant Funding and initiatives that promoted system change and improvements districtwide. The detailed history of stakeholder support and community partnerships have provided the district the opportunity to sustain educators allowing for enhanced continuous quality improvements efforts to sustain a A grade. (e.18-19, 64-67)

The applicant describes a multi-year financial model t is the recipient of a Literacy Challenge Grant at \$622,000 that can aid school districts support needed schools and transform the culture of literacy. (e.67)

The applicant became one of eight districts in the nation to receive the first Great Districts for Great Teachers award from NCTQ. Documenting that in 2018-2019 33% of BCPS traditional schools earned a A grade while none of the schools received a "F" and only 1 point from earning a "A" in 2019. (e.18-19)

The applicant provides a detailed budget that includes match funds. The match funds exceed the required amount in order to sustain program beyond the life of the grant. Theses efforts will continue to provide for systemic change and the overall professional and academia success of its teachers and students within the district. (e.48)

Weaknesses:

No weakness 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 provides proposed plans for supporting educators and their growth through all Career Continuum Programs such as Substitute Teacher and Para-to teacher residencies, and a variety of advancement programs such as PROPEL principal preparation Program, Advancement of School Leaders and Intern School leaders programs. (e.22)

Weaknesses:

No weakness 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 proposed plan will determine if any systemic inequities exist, and support efforts to disrupt inequitable processes. The applicant will provide mentoring services that are culturally and linguistically diverse that will allow diverse educators to make career advancements and opportunities for professional engagement with identity-specific affinity groups. (e.22)

Weaknesses:

No weaknesses noted

Reader's Score: 5

Status: Submitted

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