

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

Status: Submitted

Last Updated: 09/03/2021 10:23 AM

Technical Review Coversheet

Applicant: Three Rivers Education Foundation, Inc. (S374A210010)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	24
Quality of Project Design		
1. Project Design	30	29
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Resources	25	25
Sub Total	100	98
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	4
Sub Total	5	4
Total	110	107

Technical Review Form

Panel #5 - TSL - 5: 84.374A

Reader #1: *****

Applicant: Three Rivers Education Foundation, Inc. (S374A210010)

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 establishing of the needs and gaps will enable the district to better design a project to fully address those specific areas including their identified areas of high student poverty, low academic student achievement, and high levels of English Learner students needing interventions (p. e16).

Strengths

Student gaps in services and opportunities for improvement are detailed so this project will make the greatest impact upon student learning, impact upon equal learning opportunities and a positive school climate with the addressing of high levels of poverty of the students, large numbers of English Language Learners, and overall students' lack of academic achievement (pp. e18-e19, e78-e132).

Needs are well-established and supported with clear data to indicate the extent of the issues and problems in human capital, specifically in recruiting and retaining effective teachers in hard to staff positions. Weaknesses in the school district infrastructure for recruiting and retaining of specialty subject area coursework will be better addressed, since the district thoroughly analyzed staffing data (p. e20).

The proposed project will mesh its existing State program efforts in meeting student needs and providing early academic interventions for students and for building a more positive school climate with strategies for positive youth development (Positive Behavior Interventions and Supports) in the PBIS District Initiative (p. e20).

The applicant demonstrates that it will increase teachers' skills in teaching, increase student academic achievement and reward highly effective educators with the implementation of The System for Teacher and Student Advancement (p. e16).

This project is an existing comprehensive effort in the school district and community to improve learning and teaching and support rigorous academic standards. The project will join other initiatives in recruitment of teachers in nationwide searches, a One-to-One Laptop Program for all students, and the Bound for Success and Early College Academically and provides dual credits, all of which will improve learning and attract more diverse teachers (p. e21).

Weaknesses

Limited information is provided for how the school district will coordinate this project with other State, Federal, or Local Initiatives or efforts. The applicant does not discuss how this project will intertwine with Federal funding received through Title grants, so that related issues of learning for impoverished students or ELL students are addressed in a targeted and connected manner (p. e20).

Reader's Score: 24

Selection Criteria - Quality of Project Design

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

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

General:

Overview

The design of this project focuses on enhancing a current Human Capital Management System and adding a Performance Based Compensation System for all educators in the district. Basing the project upon effective educational research in the field of human capital management and fair and equitable compensation systems, the project will both attract, retain, and promote effective educators and better compensate them which is much needed in this school district (pp. e28, e36-e37).

Strengths

A viable and logical rationale is provided for this project, and it is well-grounded in research of effective teaching which will provide a positive impact of "well-certified" highly effective teachers on student achievement, especially for minority students (p. e23).

A complete and well-explained Logic Model and Project Objectives are provided to show the critical elements' alignments to existing inputs, key components/strategies, and short- and long-term outcomes, which will provide meaningful project impact upon students and increase their academic achievement and teacher effectiveness, development, and compensation (pp. e36-e37, e56).

Project design includes effective strategies to increase educators' professional development, compensation tied to educators' performance, and improvement of student achievement (pp. e36-e37). The new PBCS system includes signing and retention bonuses for hard-to-staff schools and subject areas and for exemplary performance in the schools, as based on the new evaluation ratings/system, which will better staff the schools with effective teaches and better compensate teachers who are evaluated to be highly effective and reward them for their efforts (p. e27).

The project design includes all essential elements to develop and implement enhanced systems for recruiting up top 15 highly skilled teacher candidates each year, retaining, promoting, developing, and compensating educators. A full explanation is given for how the TAP framework will improve the current T-TESS System to make it more robust and set a goal to support at least one year's growth in each student's academic achievement (pp. e26-e27).

Reliable and valid educational research studies have been reviewed and analyzed in order to form the foundation of this project. Numerous research studies are well-cited and documented for findings to show the positive impact on students and educators when effective professional development, multi-faceted evaluation systems, and a rewarding compensation system are utilized in school districts (pp. e24-e25, e247).

The methods of project evaluation include an external evaluator conducting the evaluation, collecting of formative and summative data, project monitoring by an Advisory Committee and Finance Team, and implementing systems for continuous project feedback and disseminating of results. All these aspects will cause a more reliable and valid project evaluation and measurement of the outcomes (pp. e35-e38, e43).

Weaknesses

There is a lack of understanding of the obligatory GPRA Performance Measures for this project. No listing or clear discussion is provided to detail what the GPRA measures are or how/when the data will be collected, so that GPRA Measure data will be properly collected and reported (pp. e36-e37, e306).

Reader's Score: 29

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's Management Plan is well-designed to keep the project within the proposed Budget and timeline and accomplish all the milestones. The sequencing of the resources, activities will result in having a project that will be conducted in an efficient, productive, and orderly manner with all project participants knowing which next steps to take (p. e40).

Strengths

The management team for this project is well versed in developing and implementing educational changes and projects and have the education and experiences to effectively implement this project within budget and on time. Their educational background and numerous years of career experiences form a solid foundation for them to successfully lead this project (pp. e39, e43).

The Project Director has quality experience in implementing programs of change and successfully developing and leading Federal educational projects, such as the \$4.75 million Teacher Quality Enhancement Grant Project, which indicates the project lead will apply past successful management experiences to successful lead this project (p. e57).

The project personnel's duties and time allotments dedicated to this project for each of the project personnel are well-described and aligned to the goals and objectives of the project, which demonstrates a likelihood of all project tasks being performed on time, with fidelity, and to positively impact the refining of the district's HCMS and PBCS systems (pp. e40, e302).

A clear Project Timeline and Management Chart is provided, and it includes defined project milestones, yearly timelines for those milestones, and project personnel responsible to complete each milestone, which will enable all stakeholders

and project personnel to stay on task, achieve the expected project outcomes and improvements for students and educators in the school climate, student achievement, and overall systems to attract, retain, support, and reward the most effective educators (p. e44).

The critical role of the Advisory Committee is well-described to be comprised of all stakeholders and partners in this project, including teacher representatives from each school and university partner representatives. The broad and diverse spectrum of individuals on this committee will enable monthly discussion to occur and decisions to be made on a timely basis with decisions being based on current project data (p. e44).

Weaknesses

No weaknesses were 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

Strong systems of change have been developed for this project, including ones that can become permanent structures of each school and the entire school district, such as the development and recognition of master and mentor teachers who will deliver higher quality instruction to students and teachers (p. e17).

Strengths

Clear indication is shown that system changes will occur as a result of this project. The six points of changes in systems include development, training of master and mentor teachers in all 14 high-need schools, implementation of a new evaluation scale and compensation system for highly effective educators, and the adjusting of the school day schedule to accommodate the weekly cluster team professional development opportunities and create more effective teachers through the new training, improved teacher support, and enhanced compensation for greater effectiveness with students, as measured by student academic growth (p. e48).

The proposed project will likely build local capacity in all the schools by providing an increased ability and purpose in formalizing the new methodology of conducting teacher and observations on a more frequent (4 times each year) and implementing school climate improvement strategies, such as augmenting educators' salaries for recognition of additional educational responsibilities and exemplary work (pp. e48-e49).

A multi-year Budget is provided to show how the project's elements will be fiscally possible, and the large share of matching monies and in-kind donations demonstrate that the applicant and its partners consider this project to be a worthy investment, now and beyond this grant (pp. e71-e74).

The three-year Project Budget well-provides appropriate levels of funding for all categories, such as expenses for Performance Based Compensation, the project evaluator, and all the effective professional development activities teachers to be better compensated for their effective teaching and student growth and participate in new professional development experiences that will enhance their professional lives and keep them in the field of teaching (pp. e290, e302-e304, e310).

Extremely creative and viable sustainability plans are in place for this project to continue past the grant, including having local funds available to provide the university credit courses, so teachers will be able to improve their pedagogy and accrue college credits at the same time without having a major outlay of personal expense to do so (p. e50). Those extra district operational funds will be available past this grant and will serve to create avenues of teacher licensing/certification to fill hard to fill teaching vacancies in the district for years to come (p. e29).

Professional development includes high quality training will occur in the district during the grant so that by the end of the grant several administrators and teachers will become the new internal trainers who have the expertise to continue the new evaluations and the new professional development (p. e50).

Weaknesses

No weaknesses were noted.

Reader's Score: 25

Priority Questions

CPP1 - CPP1

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

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

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

General:

Strengths

This project is well-designed to increase the number and percentages of well-prepared and effective teachers and principals and provide them with ongoing quality professional development experiences to increase their skills for teaching

and providing support for the high-needs students and retain and well-compensate with signing bonuses for teaching in difficult to staff subject areas, such as English as Second Language and special education (pp. e29, e302).

Modifications to the current HCMS system will increase the number of well-prepared educators with the developing of teachers through weekly effective and quality professional development which will be led by master and mentor teachers in each school and by creating Career Paths for teachers to become mentors, coaches, and principals via university certification programs (pp. e29- e32).

With the implementation of this evidence-based project that includes several innovative professional development opportunities, many principals and teachers will be able to earn, at no cost to them, university education credits towards new teaching credentials and principalship credentials, which will increase the number of effective and diverse teachers who will have credentials to teach in difficult to hire positions/courses and also increase the number of those teachers and administrators who may not have the financial opportunity to engage in university coursework to move to a different career ladder (p. e36).

Weaknesses

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

Project plans clearly demonstrate that the candidate has new strategies to provide professional development practices and hiring practices strengthening the recruitment of leaders of color, especially Hispanic leaders (p. e16). These plans will be successful in adding a greater number of diverse principals and leader educators and retaining them in the schools (pp. e7, e27).

Weaknesses

The applicant does not demonstrate that it will give preference to persons of color for its project initiative of enrolling and paying for educators to take coursework at the Northern New Mexico College. Such an action would be a detriment to supporting, developing, and retaining effective and diverse educators who may have an opportunity to move to a school district that provides such as benefit (p. e28).

Reader's Score: 4

Status: Submitted

Last Updated: 09/03/2021 10:23 AM

Status: Submitted

Last Updated: 09/03/2021 01:44 PM

Technical Review Coversheet

Applicant: Three Rivers Education Foundation, Inc. (S374A210010)

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	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 #5 - TSL - 5: 84.374A

Reader #2: *****

Applicant: Three Rivers Education Foundation, Inc. (S374A210010)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project. In determining evidence of the need for the proposed project, the Secretary considers the following factors:
 - (i) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.
 - (ii) The extent to which the proposed project will integrate with or build on similar or related efforts to improve Relevant Outcomes using existing funding streams from other programs or policies supported by community, State, and Federal resources.
 - (iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
 - (iv) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

General:

Overview: The application includes a comprehensive review of specific gaps and weaknesses reflecting the need for the proposed project. Gaps and weakness are specifically described including designated qualified opportunity zones in locals within and around the target district. Some of the inequities include economic disadvantage, ELL, ELA, Math, and Science rankings compared to state data (p. e19). Poverty is clearly a factor that is also presented and reflected in Appendix E (p. e77) of the application.

Strengths:

The application effectively links the gaps and weaknesses to the strategies proposed to address student achievement through performance-based compensation for educators, multiple career paths, instructionally focused accountability and ongoing professional development through a partnership between a school district, a regional educational service center, and a higher education institution (p. e16). This collaborative approach demonstrates regional commitment to implementation of research-based strategies to support educator effectiveness, student achievement, and human capital leading to investment in the improvement of the school and the local community.

The applicant will utilize the TAP System of integrated strategies (p. e17) to strengthen the educator workforce, which is a clear and present need for the target school district and the students who will benefit. Inclusion of all educators as participants is central to the improvement of student achievement is the TAP approach and will encourage teacher educators to buy into the changes, ultimately contributing to the success of the proposed project.

The applicant describes a proposed model that will enhance and build upon current initiatives to address the teacher shortage, especially in high need fields such as bilingual education, special education, and STEM fields (p. e20). Building upon existing initiatives will create a climate of sustainability that will continue beyond the end of the grant cycle.

Current utilization of resources and funding from the Texas Education Agency to support local initiatives such as PBIS in all schools is connected to the proposed initiatives to support a comprehensive effort to improve student learning and access to rigorous academic standards (p. e17). Connecting to an existing initiative that has positively impacted student behavior and academic achievement creates a cultural of success and provides a level of support for new initiatives, impacting the success of the proposed project.

The proposed project will integrate and build on initiatives such as a Nationally recognized dual language program, and an Early College program that has proven success for high school student dually enrolled in college and included on p. e21 and a TAP model with strong evidence of success backed by relevant research (p. e22). Citing statistics for successful programs sets the tone for support and success of new initiatives.

Weaknesses: No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of Project Design

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

General:

Overview: The proposed project includes evidence of a strong rationale through the use of research-based strategies substantiated by a strong review of relevant literature with best practices. The implementation and design of the proposed project is clearly described with all components outlined in Figure 1. Flow chart (p. e25). System components of the proposed project are fully described in the narrative and table format, providing clarity and ease in understanding the rationale. The external evaluators will work with the Advisory Board to ensure periodic feedback to include midcourse adjustments if required (p. e37).

Strengths:

The proposed strategies strongly support the rationale for the project which includes pathways to leadership, evaluation systems, and professional development, resulting in an increase in student learning (pp. e35, 36). The link between the project goals and the needs supports and strengthens the likelihood of a successful project.

The design is supported by relevant research that is threaded throughout the proposal to support the strategies to be implemented (p. e24). The research based best practices cited are likely to contribute to the success of the program because there is evidence the models have been successful in other districts with similar demographics.

The collaborative partnership with a higher education institution to recruit and hire 15 effective teacher based on the strengths the applicants bring to the classroom as new teachers will provide an opportunity to develop and implement an aspiring leaders program that is central to creating a pipeline for much needed instructional leaders (p. e27). Focus on 15 teachers who will receive deep knowledge opportunities and become steeped in the culture of the district will likely impact teacher retention and student achievement goals of this proposed project.

Measures of evaluation and periodic feedback are comprehensively addressed and include external evaluators who will work closely with an Advisory Committee (p. e35-38). The submission of monthly reports will provide the type of progress detail and emerging outcome data that will contribute to the success of the proposed project. These measures will ensure a laser focus on goals, objectives, and expected outcomes. The chart on pp. e35-38, further supports the applicant's commitment to monitoring frequency and the importance of this focus to the overall success of the proposal.

The design is comprehensive and includes a well-developed Project Monitoring Table 6 (pp. 337-38). The sound design of the proposed project will contribute to the success of the overall implementation of the project.

Weaknesses: No weaknesses are 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 application includes a well-developed management plan with both narrative descriptions, an organizational chart, and a Table that displays Project Milestones, persons responsible and a three-year timeline. Key staff positions are described with detail and staff have the experience and expertise to implement the proposed project on time and on schedule. (pp. e44-48).

Strengths:

Responsibilities of the Project Staff are clearly described and include appropriate experience required to support the proposed project's goals and objectives (p. e39-43). The distribution of responsibilities will enable the project objectives to be implemented effectively and efficiently because of sufficient oversight of project activities.

The well-designed chart provides clarity of implementation timelines linked to project activities that will provide a vision for implementation over the life of the grant. (pp. e39-43). The information provided in the chart demonstrates the applicant's vision for completing goals and objectives that will contribute to an on time and on budget project implementation.

District level administrators were described in the roles and responsibilities description (pp. e39-44). Inclusion of these unfunded individuals will better prepare the district to facilitate sustainability plans beyond the life of the grant because the responsibilities are already assigned to staff in district paid positions.

The chart provides evidence that implementation is well-planned and designed to achieve the objectives of the proposed project on time and within budget (p. e39-43). The Project Director is a half time position with 2 other full-time positions, which is important to the distribution of responsibilities and overall management of project activities.

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 clear evidence of commitment to system change and improvement by including all schools district wide. The applicant provides information suggesting strong commitment to permanent changes that will be made to PBCS and all components to improve student outcomes. There is evidence of commitment to district wide solutions to be included in educator contracts and become permanent contractual language. The applicant indicates a long-term sustainability plan has already been developed but it was not located in the application.

Strengths:

The proposed initiatives such as educator pathways and a performance-based compensation model will likely result in the district's ability to recruit and retain highly effective educators who will positively impact schools, administrators, teachers, and students achievement (p. e48).

The applicant provides strong evidence of the desire to ensure the proposed activities will result in system change that will impact district contract language and other regulations that could be difficult to change once it is officially included (p. e48). Once these changes are in place as district contractual agreements, they will likely become a part of the district culture and continue beyond the life of the grant.

The application adequately describes how the proposed activities will build local capacity by including collaborative partnerships with higher education entities and creating a pipeline for new teachers and leaders that can be replicated with other school districts (p. e49). Building successful collaborative partnerships and sustaining them will result in more opportunities such as writing new grant, developing new initiatives, building advocacy coalitions and creating a culture of support for the teaching profession.

Limiting paid staff positions is one example of an effort to integrate grant activities as responsibilities of existing positions will likely contribute to sustainability beyond the grant funding.

Stakeholder support is convincing based on letters of support from a cross section of community stakeholders (p. e50). Support from stakeholders brings attention to the impact of educators on preparation of students to graduate and transition into post-secondary environments, including college and the workforce.

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Priority Questions

CPP1 - CPP1

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

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

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

General:

Strengths:

The application provides evidence of CCPI to address the need for effective school educators which impacts teacher performance, school climate and student learning. There is strong evidence highlighted throughout the proposed project narrative of research-based initiatives that clearly connect to all components of this priority (p. e24).

The application details efforts to recruit and retain effective educators, support creating multiple career paths for effective teachers through university partnerships, ongoing professional growth and developing a performance-based compensation model (p. e27). These efforts will likely result in permanent changes for the district and have positive impact on student achievement because it provides additional career opportunities for effective teachers/leaders who will support and advocate for initiatives that are life-changing.

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.

Status: Submitted

Last Updated: 09/03/2021 09:42 AM

Technical Review Coversheet

Applicant: Three Rivers Education Foundation, Inc. (S374A210010)

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 #5 - TSL - 5: 84.374A

Reader #3: *****

Applicant: Three Rivers Education Foundation, Inc. (S374A210010)

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- In determining evidence of the need for the proposed project, the Applicant presents the following factors:

Strengths

- i) The Applicant clearly identified the 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. Through the proposed TREFTSL Project, Clint schools will increase both the rigor and reach of their HCMS by implementing TAP. TAP is a clear and integrated strategy for strengthening the educator workforce, as it addresses the most crucial element in a school – human capital. It does so by working with teachers, principals, administrators, and other school leaders to increase the skills of all involved to improve student achievement. (e19)
- ii) The applicant clearly articulated how 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 the community, State, and Federal resources. For example, in 2020-2021, the Clint ISD had a teacher turnover rate of 26.0% compared to the state rate of 16.6%. The greatest teacher specialty area needs were found in elementary bilingual education, secondary mathematics, secondary special education, elementary special education, secondary science, and secondary computer science teachers. Currently, Clint ISD is addressing the retention of new, highly qualified content-certified teachers through limited resources. Clint ISD is currently utilizing resources and funding from the Texas Education Agency as a Positive Behavior Interventions and Supports (PBIS) District- The District has implemented PBIS in all schools. This approach focuses on prevention, early intervention, teamwork between all adults working with students, meeting student needs, and building positive school climates.(e20-21).
- iii) The proposed project is clearly part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. For example, the proposed TREFTSL Project supports Clint's current efforts to improve academic achievement: Nationally Recognized Dual Language Program- Clint currently serves a 95.5% Hispanic population, with 85.0% of the student population classified as ELL. To support this, Clint conducts nationwide searches for teachers with Bilingual Certifications in Spanish. One-to-One Laptop Program: The District has provided every student with a Chromebook to support homework completion and learning extension. District Hot Spot Initiative: Through a

\$900,000 investment, Clint ISD has ensured that all students have internet access at home. Additionally, All-District employees donate money to a district fund that provides college scholarships.(e21)

(iv) The design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs is well documented. For example, Barnett, Logis, & Hudgens (2018) examined the work of two university teacher preparation programs (Arizona State University and Texas Tech University) and 29 high-need school districts across Arizona and Texas. Supported by two U.S. Department of Education Supporting Effective Educator Development (SEED) grants, these partnerships connect the pipeline of teacher preparation to the TAP Teaching Standards rubric while enhancing in-service teachers' effectiveness through curriculum-embedded professional development. The strategies implemented through partnerships to recruited candidates into the program with strong instructional skills and placed them in high-need schools will increase the numbers of highly effective teachers where needed the most. TREF believes these aspects of the TAP model, i.e., utilizing mentor teachers and the Teaching Standards Rubric, can be replicated to support increased leadership and student outcomes. (e22).

Weaknesses:

- i) no weaknesses noted
- ii)no weaknesses noted
- iii)no weaknesses noted
- iv) 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- In determining the quality of the design of the proposed project, the Applicant presents the following factors:

Strengths:

- (i) The proposed project demonstrates a clear Rationale. For example, TREF will implement the TREFTSL Project with TAP components to align with the current Clint ISD compensation system to further support educator excellence and student achievement. TREF will contribute to the knowledge base on educator effectiveness systems that supports educator excellence and student learning in high-need and bilingual schools. The project will recruit experienced, well-credentialed teachers to positively impact achievement for all students, this will reflect the growing expectations of what young people need to learn and be able to do in the 21st century. (e23).
- (ii) 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 is clearly discussed. For example, research supporting TAP includes studies that show effective leadership is characterized by collective responsibility (Hattie, 2018) and finds that student achievement and teacher learning increases when professional development is teacher-led, ongoing, and collaborative (Darling-Hammond,2017). Clint ISD currently uses the educator evaluation system developed by the TEA, the Texas Teacher Education and

Support System (T-TESS). T-TESS domain and dimension rubrics include specific descriptors of practices and 5 performance levels. TREFTSL will build on the current T-TESS system, adding the TAP framework and resources to make the system more robust and support the current Clint ISD vision that all teachers be effective enough to support each student to achieve at least one year's growth every school year. (e25-26).

(iii) The methods of evaluation to provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes is clearly discussed. For example, IDEA Consulting will conduct the project evaluation. The External Evaluators will develop a process evaluation report monthly that will be submitted to the TREFTSL Advisory Committee. The report will detail the progress of activities in a format that can be easily compared to the work plan and grant components. Outcome data will also be assessed and discussed at monthly project staff meetings to determine the progress and quality of services. Additionally, TREFTSL will use teacher focus groups, peer groups, and surveys of all participants to solicit input. Utilizing cycles for continual improvement and PDSA (plan-do-study act) concepts such as those in quality management philosophies and Baldrige quality tools, project staff, and Advisory Committee will continuously identify strengths and weaknesses in delivering services and work with all parties to make reasonable modifications for enhanced services.(e35-37).

Weaknesses:

- i) no weaknesses noted
- ii)no weaknesses noted
- iii)no weaknesses noted

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

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

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

General:

Overview- In determining the quality of the management plan for the proposed project, the Applicant presents the following:

Strengths:

The management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks, is focused and well written. The leadership and Advisory Committee have demonstrated their capabilities by implementing a comprehensive strategic plan and a vigorous timeline for district turnaround and improvement. The Advisory Committee will meet regularly to provide a consistent means for review of the status and improvement of the project. The Advisory Committee will also convene to make decisions regarding PBCS implementation. The timelines and milestones include, TREFTSL will reward effective principals in participating schools with performance-based compensation by year 1. (e45-47).

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 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- In determining the adequacy of resources for the proposed project, the applicant presents the following factors:

Strengths:

(i) The likelihood that the proposed project will result in system change or improvement is evident. There are several meaningful, permanent changes being made to accommodate and improve student outcomes: 1) Development and training of master and mentor teachers in every school, 2) Formation of Leadership Teams in every school to support all teachers: 3) Changing of the school day to accommodate the weekly cluster team professional development opportunities, 4) Observation of teachers four times each year, 5) Observation of principals at least twice each year, and 6) Implementation of new evaluation scale for teachers and principals. The proposed project will result in system change or improvement because they will have the development and training of master and mentor teachers in every school(e48).

(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 is clearly defined. The TREFTSL Project supports this need by developing a long-term infrastructure through the proven strategy of master and mentor teachers delivering high-quality data-driven training weekly. This not only builds instructional knowledge on the school and district-level but also increases school leaders. Local capacity is also developed in the increased ability to conduct classroom evaluations and implement school climate improvement strategies. These capacity-building activities will be formalized into the District and incorporated into a single system that evaluates, instructs, rewards promotes, and retains. (e49).

iii) 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 applicant plans to continue this project after three years of grant funding. A long-term sustainability plan for the proposed project is evident. The TREFTSL Project partnerships are evidenced by Letters of Support in Appendix C. At the end of the three-year grant period, internal staff will sustain and evaluate the project. The funding association with PBCS will be partially recouped from the reduced teacher and school leader turnover, which is expensive for the District to address annually. These resources can be shifted to the teacher, principal, and assistant principal compensation tied to performance. e49

Weaknesses:

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

Reader's Score: 25

Priority Questions

CPP1 - CPP1

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

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

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

General:

The applicant distinctly addressed 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. The project will contribute to improved recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce. The Pipeline strategies and new human capital practices adopted will be focused on goals related to building district leadership that mirrors the growing Hispanic student population.

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:

The applicants will 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. For example, the human capital practices implemented as part of the project will be focused on recruiting and supporting a more diverse educator workforce that mirrors the growing Hispanic student population. A new system of professional learning for leaders focused on diversity, equity, and inclusion will ensure DeSoto implements professional development that fosters an inclusive and supportive school climate for diverse leaders.

No weaknesses noted.

Reader's Score: **5**

Status: Submitted
Last Updated: 09/03/2021 09:42 AM

General:

Strengths: The application clearly describes component of CPP2, including creating career pathways for of diverse teachers and leaders for a diverse population of students (pp. e28-29). A specific focus on teacher compensation based on performance of students will remove barriers career opportunities based on accountability in high need schools and result in retaining effective teachers while improving student learning.

The application adequately outlines efforts to address culturally responsive teacher and leader practices in instruction and school climate (p. e28). Embedded professional development provided by peers will encourage a new perspective on coaching and mentoring strategies that are reported as highly successful in relevant research. There is evidence that results of the proposed activities will be disseminated to assist other districts in adopting research-based practices that are proven effective in high need schools with diverse student populations, contributing global educator impact.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Status: Submitted
Last Updated: 09/03/2021 01:44 PM