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

Technical Review

Applicant: Lindsay Unified School District (U374A170092)
Reader #1:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Evidence of Support		
1. Evidence of Support	30	30
Need for Project		
1. Need for Project	25	25
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	20
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	18
Adequacy of Resources		
1. Adequacy of Resources	5	5
Priority Questions		
Competitive Preference Priority #1		
Improve Equitable Access to Effective Educators		
1. CPP 1	10	7
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	3
Total	115	108

Technical Review Form

Panel #6 - TSL - 6: 84.374A

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

Applicant: Lindsay Unified School District (U374A170092)

Questions

Selection Criteria - Evidence of Support

1. **In determining evidence of support of the proposed project, the Secretary considers the following factors:**

Reader's Score: 30

Sub Question

1. **(1) 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.**

    General:

    Overall Comments: The applicant does a good job of succinctly describing prior efforts to improve their HCMS, and clearly outlines the key strategies that are part of this project, along with well-defined expected outcomes. Their comprehensive plan includes both performance-based compensation, along with individualized professional development and plans to refine teacher recruitment/placement as well as evaluation.

    Strengths (if applicable): The applicant clearly specifies 4 key strategies on page e20. The applicant has already taken foundational steps toward improving their HCMS by developing a digital learning platform (page e21) and creating/including value-added measures of student achievement linked to teacher performance (page e23)

    Weaknesses (if applicable): None noted.

    Reader's Score:

2. **(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of the project services.**

    General:

    Overall Comments: The applicant is making good use of existing partnerships with institutions of higher ed, along with local and national organizations to promote customized learning. (page e27 and e28). The variety of high-quality professional development providers specified as partners lacks some coherence. For example, the Welty Center works with leaders, CSU-Fresno works on EL strategies, and both TIE and BetterLesson, Inc provide online PD courses for teachers, one in "technology & customized learning" and the other in "computer science immersion". (pages e27-e28).

    Strengths (if applicable): The applicant explains how existing partnership will be expanded. For example, Empower Learning will "further develop the digital learning platform" to increase functionality (page e28) and TIE will offer coursework toward an advanced degree for teachers. (page e28) Partnering with CSU-Fresno to "build a pipeline of highly qualified educators" presents a sound approach to expanding the applicant pool. (page e29)

Weaknesses (if applicable): None were noted

Reader's Score:

3. **(3) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using community, State, and Federal resources.**
   General:

   Overall Comments: The applicant cites several previous funding sources (e.g. RttT-D, Gates Fdtn, Chan-Zuckererg Initiative) used to create components that will serve as a foundation for this project. (page e30)

   Strengths (if applicable): Receiving the RttT-D award in 2012 along with the development of a digital learning platform provides a solid foundation upon which this project can build. (page e21) The district has made significant local investments and utilized funding from outside sources as well, which presents a diverse approach funding improvement efforts.

   Weakness: None were noted

   Reader's Score:

Selection Criteria - Need for Project

1. **In determining the need for the proposed project, the Secretary considers the following factors:**

Reader's Score: 25

1. **(1) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**
   General:

   Overall Comments: The community served by this project is very impoverished and presents numerous challenges in educating their children. While achievement is still quite low, the applicant provides promising evidence of improvement in ELA and Math from 2015 to 2016. (page e31)

   Strengths (if applicable): The applicant presents detailed information on the extremely high percentage of students qualifying for subsidies and specifies over half the students have yet to fully master the English language, both of which have been shown to place students at substantial risk for educational failure. (page e31)

   Weaknesses: None were noted

   Reader's Score:

2. **(2) 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.**

General:

Overall Comments:
The applicant provides convincing evidence of weaknesses in their teaching workforce. (page e34). The project's provision of extensive professional development coupled with additional compensation to encourage retention will address weaknesses, particularly for the less experienced teachers making up a large portion of their workforce.

Strengths (if applicable): The applicant does a thorough job of explaining the many challenges present when trying to staff their schools with highly effective teachers. The table on page e35 provides a clear, succinct depiction of the identified gaps and how particular project strategies will address each of them.

Weaknesses: None were noted

Reader's Score:

Selection Criterion - Quality of the Project Design

1. **In determining the quality of the design of the proposed project, the Secretary will consider the following factors:**

Reader's Score: 20

1. **(1) The extent to which the proposed project demonstrates a rationale.**

General:

Overall Comments: Each one of the strategies presented on pages e38 through e48 include one or more research citations that briefly outline the rationale for the focus of each strategy. In addition, each of the strategies presented are closely aligned with identified needs and the focus of each strategy is supported by a solid rationale for how it is expected to address a specific need. For example, increasing the diversity of their workforce will better prepare teachers "to connect with parents" (page e41) and selecting professional development based on evaluation data will "increase teacher efficacy". (page e43)

Strengths (if applicable): A solid rationale is presented for why both novice and veteran educators need support and training in implementing personalized/performance-based learning (page e32). The applicant thoroughly explains the rationale behind the creation of the Personalized Learning Design Lab (page e44). The applicant states "in order to personalize student learning effectively…teachers require a personalized approach to their professional learning" which provides a strong rationale undergirding their plan for creation of professional learning resources for teachers.

Weaknesses: None were noted

Reader's Score:

2. **(2) 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:

Overall Comments: Complete details are provided related to the development and implementation of rubrics in the evaluation system, along with a digital platform enabling use of evaluation scores to drive differentiated professional development, all of which will be done on a realistic timeline. A complete description is provided of a recruitment

program to incentivize alumni and current paraprofessionals to earn a degree and return to LUSD to teach for five years. Various forms of professional development are also described in detail as ways to address identified weaknesses in teacher expertise. The professional development includes predominantly online courses with detail about the expectations for completion by teachers.

Strengths (if applicable): The development of rubrics along with a course that leaders must pass "to ensure accuracy in calibration of [evaluation] scores" is appropriate for addressing identified needs related to interrater reliability. (page e39)

Recruiting and incentivizing Lindsay High graduates and paraprofessionals to enter an education degree program is a very reasonable and comprehensive approach to addressing teacher shortages and increasing the size of their applicant pool. (Page e41)

Creating a system whereby teachers earn individual bonuses and schools can also collectively earn schoolwide bonuses presents an innovative approach to rewarding exceptional performance while also fostering collegiality and collaboration. (page e48)

Weaknesses (if applicable): None were noted

Reader's Score:

3. **(3) The extent to which the grant activities will be evaluated, monitored, and reported to the public.**

General:

Overall Comments: The proposal includes a detailed evaluation plan covering most components of implementation, allowing LUSD to evaluate and monitor various aspects of the project, annually. The project will measure the "number of teachers and leaders completing PD courses" (page e50).

Strengths (if applicable): Page e51 provides detailed targets for each objective, closely aligned with each of the four goals. The targets are realistic, measurable and timebound which will allow the applicant to evaluate and monitor implementation activities. Applicant specifies "results will be shared with partner organizations for dissemination and publication on their websites and in LUSD publications" which presents intent to report to the public. (Page e50)

Weaknesses (if applicable): None were noted

Reader's Score:

Selection Criteria - Quality of the Management Plan

1. **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:

   Overall Comments: A table outlining a complete list of project activities is provided, clearly delineating the timeline and responsible parties. (pages e53-e54). The number of personnel devoted full-time to this project (described on page e36) is sufficient to support a project in this relatively small district.

   Strengths (if applicable): The timeline and activities for the financial incentives and revisions to the evaluation system are very clearly defined. (page e53) Detailed information is provided about the positions funded through the grant and what

will be expected of them throughout the life of the project.

Weaknesses (if applicable): The activities related to recruitment and placement are not clearly defined. For example, "expand hiring networks" and "expanded strategies to attract high quality educators" are vague with the responsibility falling solely on the Human Resources department. The qualifications of the project director specified on page e55 (e.g. 5 yrs teaching experience) are somewhat insufficient to manage and lead a project of this size.

The hiring of a full-time Education Career Advisor working directly with students is incompatible with a project like this, focused entirely on building teacher/leader effectiveness through professional learning and financial incentives directed at adults. It is unclear how this position would improve teacher effectiveness or support any of the "key strategies" identified in the grant.

Reader's Score: 18

Selection Criteria - Adequacy of Resources

1. **The Secretary considers the adequacy of resources for the proposed project based on the following factors:**

Reader's Score: 5

Sub Question

1. **(1) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.**
   General:

   Overall Comments: The proposal provides convincing evidence the community, as well as senior leadership in the district, will remain committed to the project activities after the project ends. Membership in organizations such as the MCL Alliance was in place prior to the project, and likely to continue throughout and beyond the project.

   Strengths (if applicable): Placing responsibility for major project activities on existing employees in Human Resources and Technology/Data Systems presents a reasonable approach to ensuring the capacity to maintain project activities will remain after funding ends. (page e58)

   Weaknesses: None were noted

   Reader's Score:

2. **(2) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency of organization at the end of the Federal funding.**
   General:

   Overall Comments: This project is focused heavily on the development of resources which, once developed, should be cost effective to update and maintain for continued use and benefit of LUSD educators. The design of the project is such that LUSD will require funds to build capacity and infrastructure (both in personnel and technology) throughout the project and retain this increased capacity to incorporate project activities at the end of federal funding.

Strengths (if applicable): The development of the Personalized Learning Lab school and the development of teacher leaders (page e51 – e.g. Welty Center training) at each site documents district efforts to build capacity and experience among a broad range of staff, making improvements more sustainable beyond the term of the project.

Weaknesses: None were noted

Reader's Score:

Priority Questions

Competitive Preference Priority #1 - Improve Equitable Access to Effective Educators

1. **Projects that are designed to address the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both teachers and School Leaders, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA or LEAs the project will serve. At a minimum, applicants must:**

   (1) Identify the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA(s) the project will serve;

   (2) Identify relevant factors used in determining such gaps, such as data on availability of school resources, staffing patterns, school climate, and educator support; and

   (3) Describe how the strategies proposed for closing the identified gaps are aligned to and are consistent with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, approved by the Department in 2015.

General:

Overall Comments: While the applicant provides data related to the experience levels of their teaching staff (page e34) little information is provided on the current levels of effectiveness among their teachers, nor is there detailed information on the distribution of effective teachers and associated inequities.The applicant provides appropriate data sources used in determining areas of need, such as staffing patterns, geographic/community data, and the current rating system they are using. (pages e34-e35) The proposal is lacking relevant factors such as school climate or current levels of staffing/teacher effectiveness.

The applicant does an excellent job of delineating the specific parts of the State's Plan that align with each of the identified weaknesses and their associated solutions.

Strengths (if applicable): The applicant identifies the most significant insufficiencies in terms of their weak evaluation system, lacking a rubric to describe performance levels (page e35) and their difficulty in attracting and retaining high-quality teachers.The applicant uses important geographic and community factors in determining weaknesses (e.g. rural location and non-traditional learning environment inhibits recruitment/retention efforts – page e34). The applicant cites the gap in their proportion of novice teachers compared to state average which adequately conveys the challenges present in staffing their schools and addressing high turnover rates. The table on pages e35-e36 provides extensive details on the alignment between project components and the State's Plan for Equitable Access.

Weaknesses (if applicable): Limited details are provided related to the current number or percentage of teachers rated as proficient or distinguished, leaving it unclear as to whether there is an identified problem with student access to effective teachers.There is a lack of detail about the current distribution of highly effective ("distinguished") teachers across their schools. There is also no evidence of the levels of effectiveness among their current staff of 200+ teachers.

Reader's Score: 7

Competitive Preference Priority #2 - Diverse and Effective Workforce

1. **Projects that are designed to attract, support, and retain a diverse and effective workforce, including effective teachers, School Leaders, or both, from historically underrepresented populations. At minimum, applicants must provide:**

   A description detailing their commitment to creating and maintaining a diverse workforce.

   General:

   Overall Comments: NIA states the description should DETAIL the commitment, as opposed to simply stating it briefly. Limited detail is provided on the current ethnic makeup of their workforce.Only one component of the project specifically addresses increasing the diversity of workforce, which is the loan forgiveness program encouraging 20 people per year (alumni and current paraprofessionals) to pursue an education degree. This strategy, while innovative, is not likely to significantly change the level of diversity of their workforce.

   Strengths (if applicable): Page e39 states "Addressing equity and access by creating opportunities for more people of color to enter the teaching profession is an important endeavor".This project plans to partner with the CCTC which supports programs "designed to recruit and advance a …diverse teacher candidate pool" (page e26)

   Weaknesses (if applicable): Very little detail is provided in the proposal describing the district commitment to diversity among their teachers. While the applicant states page e37 is intended to address this CPP, there is no mention of specifically recruiting underrepresented populations. The cohort of 20 people recruited to pursue an education degree is an insufficient and inadequate approach to increasing diversity since there is no evidence this cohort of 20 people per year will include underrepresented populations.

Reader's Score: 3

Status: Submitted
Last Updated: 07/13/2017 10:07 AM

Technical Review

Applicant: Lindsay Unified School District (U374A170092)
Reader #2:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Evidence of Support		
1. Evidence of Support	30	30
Need for Project		
1. Need for Project	25	25
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	20
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	5	5
Priority Questions		
Competitive Preference Priority #1		
Improve Equitable Access to Effective Educators		
1. CPP 1	10	8
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	3
Total	115	111

Technical Review Form

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

Applicant: Lindsay Unified School District (U374A170092)

Questions

Selection Criteria - Evidence of Support

1. In determining evidence of support of the proposed project, the Secretary considers the following factors:

Reader's Score: 30

Sub Question

1. **(1) 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.**

   General:

   The proposed Empower Lindsay project has adopted belief that all students, regardless of race, language, or socioeconomic status, can achieve outstanding academic results and strives to prepare each learner for success in college and career in a learner centered educational environment (p. e13). The LUSD has invested in developing and refining a Human Capital Management System. The core component of the HCMS is performance development for educator's evaluations and support (pg. e17) The proposed project will address the key challenges, which are supporting a large number of teachers and leaders to become more effective. (Pg. e-17). The applicant proposes a well developed and existing plan to build local capacity to provide, improve, or expand services. The LUSD proposes to transform the way students especially in traditionally poverty stricken districts engage in learning. The key ingredient to the LUSD's philosophy is that providing consistent evaluation, customized and personalized professional development aligned with an Adult Learning Curriculum will improve instructional practice, teacher and leader effectiveness, increase academic achievement for all Learners (Pp.e20-22).

   Strengths

   All schools in LUSD serve significant percentages of socioeconomically disadvantaged (SED) students from a low of 80% (Lindsay Community Day) to a high of 95% at Reagan Elementary; all schools are considerably higher than the state SED average of 59.4%. The majority of LUSD learners are Hispanic/Latino (89%), over half of the students are classified as EL, and 30% qualify for the Migrant Program. The chart on p e13 illustrates the demographics of the high need schools that will be served by the project. (p. e31-32).

   The applicant's findings demonstrate a need to advance LUSD's established Human Capital Management System-HCM (Absolute Priority 1) to improve instructional and leadership practice and effectively evaluate performance of its teachers and school leaders (Absolute Priority 4) in the LUSD. Key strategies of the plan include: refining the teacher and principal evaluation system; making modifications to the Human Capital Management System (HCMS) focusing specifically on teacher recruitment, training, and placement; implementing an adjusted performance based compensation system (PBCS); and providing personalized professional development and career advancement pathways (p. e23-24).

   This applicant proposes to align a well-developed, innovative and rigorous academic plan to an existing local capacity to provide, improve, or expand academic services. The combination of personalized learning, project-based learning, a clearly defined curriculum, and 21st century skills has brought promising outcomes with the district showing faster gains than the state, county or comparable districts on state and local measures of learner achievement (p. e21-23), especially in traditionally poverty stricken districts engage in learning.

Weaknesses
None

Reader's Score:

2. **(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of the project services.**

   General:

   Overall Comments
   Collaboration of partners that will maximize the effectiveness of project services is comprehensively addressed through partnering with Tulare County Office of Education, particularly with the New Teacher Leadership Development Department, to recruit, train, and support new teachers and administrators for Lindsay schools. A strong partner is the Mass Customized Learning Alliance (MCL) that promotes this effort on a national scale. The MCL Alliance is comprised of the following partners: Schwahn Leadership Associates, Maine Cohort for Customized Learning, McGarvey Educational Associates, Pennsylvania Leadership Development Center, Technology and Innovation in Education, and Lindsay Unified. The MCL Alliance will work with the project to provide training, coaching and feedback for teachers and leaders on implementing learner- centered structures.
   Numerous partnering organizations are specifically described that will provide support and enhancement to the existing project services, e.g., BetterLesson, Inc., Empower Learning LLC, University of Sioux Falls (South Dakota) or at Wilson College in Pennsylvania, in partnership with the Pennsylvania Leadership Development Center. California State University Fresno (Fresno State), Kremen School of Education. (p. e26-30)
   Strengths
   The LUSD has a thorough and precise fully developed plan in partnership with Tulare County Office of Education, particularly with the New Teacher Leadership Development Department, to recruit, train, and support new teachers and administrators for Lindsay schools and MCL organization's partners to provide intense PD's and to evaluate teacher performance. (Pg. e26)

   The applicant's collaboration with Welty Center of Education allows the project to have a researched based support system to maximize developing effective instructional strategies (p. e28).

   The Empower Lindsay proposed project will leverage partnership appropriately to provide additional credentialing to developed more effective teachers and leaders, for example, the project will partner with universities and other relevant and appropriate, long time partners to fund approximately 50 teachers and leaders to attain a Master's in education degree from partners, Wilson College in Pennsylvania or a M.Ed. in Technology and Customized Learning University of Sioux Falls in South Dakota (p. e28).
   Weaknesses
   None

Reader's Score:

3. **(3) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using community, State, and Federal resources.**

   General:

   Overall Comments
   Sustainability of the project activities and services after federal funding ends is significantly addressed. Tulare County Office of Education, the New Teacher Leadership Development Department is an existing funding source supporting this project to recruit, train, and support new teachers and administrators for Lindsay schools. A systematic plan for how the plan would direct existing state and federal funds into supporting the EMPOWER Lindsay project in the high need school is specifically described. For example, shifting from a time-based to a performance-based system in LUSD resulted in systemic change and now all EMPOWER Lindsay proposed and existing programs and policies are fully integrated and aligned with LUSD's future-focused strategic design and

supported through strategic allocation of resources. The applicant plans to continue partnering with major LUSD existing funding sources to leverage the Empower Lindsay's district's $10 million investment in creating 21st century competency based professional learning communities and its $5 million investment in professional development training for teachers and principals (p. e31).

Strengths

This project builds on and benefits from the program's existing LUSD financial resources.

The applicant points out previous grants or funding they received have laid out the groundwork for this particular project. For example, to ensure compliance with the California State Plan to Ensure Equitable Access to Excellent Educators in high-need schools, LUSD is leveraging funding from the Bill and Melinda Gates Foundation ($600,000). The grant was awarded to create a quantitative tool to assess competency, readiness and advancement in a performance-based system, which will contribute to refining the evaluation and support system (p. e30).

The project will build on the district's $1 million investment in the development of the digital learning platform linking educators to student learning outcomes by further developing the data system for professional development and monitoring for leaders, teachers, and district staff as part of the updated HCMS.

In addition, the applicant will continue to building on the district's investment in leadership development, by leveraging LUSD resources from the Chan-Zuckerberg Initiative ($125,000-150,000 annually), which supports the program "Lindsay Leads.

Together, these efforts demonstrate extensive appropriate existing LUSD resources and applicant and Empower Lindsay grant partners that will be sustained by integrating with or building on similar or related efforts underway to improve relevant outcomes that are aligned with the goals, objectives and expected outcomes in this project.

Weaknesses

None

Reader's Score:

Selection Criteria - Need for Project

1. **In determining the need for the proposed project, the Secretary considers the following factors:**

Reader's Score: 25

1. **(1) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**

    General:

    Overall Comments

    The proposed Empower Lindsay project will provide services that address significant social, economic and academic needs of largely immigrant Hispanic/Latino (89%) students at risk of educational failure who reside and attend school in the rural, impoverished Lindsay county that has a large immigrant community with students at risk of failing due to low levels of education, social, cultural and low education levels among parents (p. e31). The applicant's proposed Empower Lindsay includes all schools in the LUSD.

    Strengths:

    The schools in this project are identified as socially and economically disadvantaged (SED) due to over 80% of the students being below the average performance in ELA and math based on California Assessment of Student Progress (CAASP) results for underachieving Hispanic/Latino students attending LUSD school and is the targeted population in this grant which clearly demonstrates the Empower Lindsay project is taking a focused approach to meeting their comprehensive needs (Pp. 31-32).

Sub Question

Weaknesses
None

Reader's Score:

2. **(2) 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.**

General:

Overall Comments:

The Empower Lindsay project in addressing Competitive Preference Priority 1 have identified extensive specific gaps and weaknesses in services, infrastructure, and opportunities in Low income schools with high minority populations such as LUSD (e31-32 and e35-36). Specifically, three appropriate and significant service gaps/weaknesses are identified along with proposed solutions for how Empower Lindsay will respond to resolve these strong and appropriate identified needs: 1) Inexperienced teacher workforce 2) high teacher turnover and 3) Performance based compensation is limited in scope and application (p. e36).

Strengths

The applicant proposes to address twelve (12) LUSD social, economic and academic gap/weaknesses through the Empower Lindsay project using appropriate partners to develop and execute research-based practices, training, professional development, continuing adult education; improving performance reviews by incorporating rubrics into the HCM and teacher leader performance based evaluation system to align their goals, objectives and activities with the strategies in the CA State Plan to Ensure Equitable Access to Excellent Educators found in the Attachments (p. e36-38).

For example, in the current evaluation, teachers and principals are rated on the standards (CSTP/CPSEL) using a 5-point scale - Unsatisfactory, Needs to Improve, Progressing, Proficient, and Distinguished – but there is no rubric to use for each of the proficiency descriptors. Standards are not used strategically and intentionally to drive teacher or principal development. Project Empower Lindsay with its partners will develop a more diagnostic approach through rubrics and use standards to establish a data to more effectively make decisions; evaluate teachers and school leaders to assess their needs for relevant professional learning based on evaluation results (p. e36).

Weaknesses
None

Reader's Score:

Selection Criterion - Quality of the Project Design

1. **In determining the quality of the design of the proposed project, the Secretary will consider the following factors:**

Reader's Score: 20

Sub Question

1. **(1) The extent to which the proposed project demonstrates a rationale.**

General:

Overall Comments:

The Empower Lindsay project is designed to align with their well-developed theory of action/rationale that is presented on p. e38. The framework full demonstrates that the applicant is providing and executing an appropriate, reliable framework of sound and consistent evaluation design that will deepen and customize professional

development during implementation of their strategic design to achieve competencies guided by their comprehensive logic model premised on Adult Learning Curriculum (p.e39). The specificity of the five key HCM strategies identified are in alignment with their measurable goals and objectives strongly supports the project's rationale and will improve instructional practice, teacher and leader effectiveness, and increase academic achievement for all Learners if implemented with fidelity (p. e52).

Strengths (if applicable):

Building on the principles of adult learning theory, the proposed project presents a full-developed plan upgrade, expand the HCMS and evaluation systems comprehensive components to 1) develop clearly defined processes and procedures for conducting fair and accurate evaluations; 2) develop a set of rubrics that indicate the level of performance of each teacher and leader aligned with the LUSD instructional vision; and 3) build out the Empower digital platform. Together these actions will improve linkage to evaluation and support system including professional development to ultimately improve student achievement and effectiveness of teachers and leaders (p. e39).

Weaknesses (if applicable):

None

Reader's Score:

2. **(2) 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:

Overall Comments

The plan to address the target population needs for effective and highly effective teachers to improve achievement is well-documented in cited literature and in the applicant's needs assessment description and is fully represented in Empower Lindsay's logic map on p. e39.

Strengths

The plans and strategies are integrated to form a fully developed strategy to address specific gaps and weaknesses by focusing on teacher effectiveness, personalized professional development, opportunities for career advancement and creating a pipeline for a "home-grown" cohort of Lindsay learners to return as teachers and leaders. These strategies will strengthen LUSD's team of educators and increase the academic achievements of our all our learners within their new learning culture grounded in Project/Problem based learning (e43-e49)

Weaknesses

None

Reader's Score:

3. **(3) The extent to which the grant activities will be evaluated, monitored, and reported to the public.**

General:

Overall Comments

A comprehensive mixed method research and evaluation plan is fully developed to collect qualitative and quantitative data for the 8 Government Performance and Results Act (GPRA) Performance measures and project objectives (p. e51). Data collection is extensive and will include multiple measures of effectiveness: educators earning performance-based compensation with TSL funds and non-TSL funds, teacher retention rate, data collected through the LUSD HCMS, teacher and principal evaluation ratings, number of graduates and classified staff enrolled in the Fresno State cohorts, number of teachers and school leaders completing micro-credentials, leaders completing courses, number of teachers and leaders completing PD courses, number of sites receiving PBC, and learner achievement. The project's evaluation team consists of and external evaluator (p. e58) and internal stakeholders: Empower Lindsay Project Director (PD), LUSD Executive Director Human Resources, LUSD Director of 21st Century Learning, and the LUSD Deputy Superintendent of Curriculum and Instruction (p. e51).

Strengths

The evaluation plan is well developed, indicating that the strong statistical analyses will accurately reflect the program impact on students' achievement, teachers and leadership development and modifications to the HCM and evaluation systems.

The proposed evaluation plan clearly identifies four key goals, which highly relevant to guiding the project evaluation and, if goals and objectives are met, are likely to accurately reflect both the fidelity of the project and effect the proposed project has on system-wide transformation of the HCM and evaluation system, students achievement, teachers and leaders effectiveness (p. e51).

Measures that will be used in the evaluation are listed on Pp. e-51-53, and the results of these measures will allow the program's effects to be measured, monitored and reported. The evaluation proposal is also directly linked to the Logic Model (Appendix and p e39).

The project's evaluation plan identifies an outside evaluator with sufficient experience, mentions internal project evaluation that will be responsible for liaison with the evaluator, and sufficient funds are put aside for the evaluation (See Budget Narrative).

As for monitoring, the ET and Project evaluator will jointly prepare quarterly reports on major outcomes, progress on goals, objectives, and performance measures as well as recommendations for modifications and improvement for the LUSD Board of Trustees and partners (Pp. e51-52). Monitoring the project will support sustainability and continuous improvement that will provide the PD and the project Evaluator with data to track evidence of progress or gaps related to the project goals and outcomes and to assess attainment of the performance measures and show progress towards the overarching goal of the project.

Public dissemination of results will be shared with partner organizations for dissemination and publication on their websites, in LUSD publications, presentations, and on the district's Website.

Weaknesses

None

Reader's Score:

Selection Criteria - Quality of the Management Plan

1. 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:

Overall Comments

The proposed Empower Lindsay project management plans presents a fully developed and highly qualified and appropriate team that will include a full-time project director with specific qualifications and time commitments of key project staff who will take on relevant tasks and are adequate to achieve project objectives on time and within budget. There is a strong presence of time and expertise being contributed through partner agencies, the community, and school and district staff. This will further support the implementation and achievement of project objectives. The applicant presents a management chart that clearly illustrates significant activities, timelines, and person(s) responsible to ensure support and monitoring of project implementation on time and within budget (p. e53).

Strengths (if applicable):

The goals, objectives and outcomes are clearly specified and measurable using percent of performance as baseline. The management plan is clear and well defined. The applicant establishes that the project will be integrated in the LUSD activities and that they have experience in the administration of other grants (e.g. Melinda and Bill Gates, 21st Century). They explain the responsibilities, timelines, and milestones for accomplishing project tasks on pages e34-36 and year-by-year starting on page e-34 and in the budget narrative (Pp. e1-13).

The procedures to ensure feedback and continuous improvement are adequate and will be managed by two Project Directors (superintendent as in-kind and a new hire) and a coordinating committee (p. e36). The applicant will use a variety of methods to ensure the effective feedback. By working with staff, partners and the ET on daily basis, meeting campus teachers and other personnel and establishing a committee that meets using digital management software and other strategies, they will ensure the feedback of the project. They will use an external evaluator.

For project dissemination they will use a Web page to publish data and information, they also will engage local, regional and national conference attendees by discussing their project at these venues.

Weaknesses
None

Reader's Score: 20

Selection Criteria - Adequacy of Resources

 1. **The Secretary considers the adequacy of resources for the proposed project based on the following factors:**

Reader's Score: 5

   Sub Question

   1. **(1) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.**
       General:

       Overall Comments
       The LUSD's Empower Lindsay project demonstrates extensive capacity to garner continued support for the project after federal funding ends by leveraging ongoing and established partnerships of LUSD. In addition, the project will benefit from resources and investments into the HCM and evaluation system that the district will continue to fully staff to support sustainability of the contribution and advancement from this TSL project. Departments include Research and Evaluation; Talent Acquisition & Human Resources Development; Technology & Data Systems; Curriculum & Instruction, 21st Century Learning, Blended Learning, Personalized Learning and the Culture Development Team; Office of the Director of Advancement; and the Department of the Chief Business Officer. District investment in these departments and collaborate universities (p. e40-41).
       Strengths
       The transformational and collaborative nature of proposed LUSD projects allows ongoing and long-term sustainability based on the project's full build out of the Empower digital platform, Mass Customized Learning Virtual Institute, BetterLesson curated playlists, a redesigned Teacher/Principal evaluation tool, which will all be aligned and integrated into the everyday practices. This allows them to be appropriately sustained through district General Education Funds, California's Local Control Accountability Plan funding, Title I, Title II, and Part A. (p. e59) Funding for recruiting and hiring new teachers will be supported with funding provided through collaborative partnerships such as Tulare County Office of Education, Code to the Future, and Mass Customized Learning Alliance. It is the systemic design of the project that provides benefits based on the continuous improvement model and strong connections to partner entities presented in the project design and management plan (p. e41).
       Weaknesses
       None

    Reader's Score:

   2. **(2) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency of organization at the end of the Federal funding.**
       General:

       Overall Comments
       The Empower Lindsay project is a systemic district-wide reform effort, all district resources are leveraged in support of the Empower Lindsay project. By continuing efforts to strengthen existing, leverage existing relationships, and

establish new partnerships during, the capacity for LUSD to incorporate the project purposes, activities and benefit will have the opportunities to achieve goals and objectives that extend beyond the project period.

Strengths

The proactive history of LUSD to pursue a variety of external funding through discretionary grants, resources available through local government, support through local and national non- profit organizations, and continued relationships with partner foundations to increase their potential for sustaining the transformative change based on the extensive investment of human and financial capital inherent in the project and the guiding frameworks linked to their overall vision for meeting the needs of disadvantages students and schools and improve their conditions (p e57-59).

Weaknesses

None

Reader's Score:

Priority Questions

Competitive Preference Priority #1 - Improve Equitable Access to Effective Educators

1. **Projects that are designed to address the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both teachers and School Leaders, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA or LEAs the project will serve. At a minimum, applicants must:**

   (1) Identify the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA(s) the project will serve;

   (2) Identify relevant factors used in determining such gaps, such as data on availability of school resources, staffing patterns, school climate, and educator support; and

   (3) Describe how the strategies proposed for closing the identified gaps are aligned to and are consistent with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, approved by the Department in 2015.

   General:

   Overall Comments

   On p. e35-37 the projects provided a well developed approach to how the project will employ efforts to decrease significant gaps or insufficiencies that affects students' equitable access to effective teachers, School Leaders, or both, in High-Need Schools, including some information about gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA(s) the project will serve (Pp. e35-77).

   Strengths

   On p. e36 a chart identifies twelve (12) detailed gaps and weaknesses in the current system, how Empower Lindsay will address the problems through the project in alignment with the strategies in the CA State Plan to Ensure Equitable Access to Excellent Educators to ensure equitable access to effective educators in high need schools, which demonstrates a focused and comprehensive approach to addressing inequities.

   Weaknesses

   The project does not provide clear or extensive statistical gap data on student demographic access to effective or highly effective teachers in the schools that will be involved or targeted in this grant project.

   (2)Overall Comments

   Relevant factors in determining Gap data is based on the history of LUSD's community. Lindsay faces the challenges that a characteristic of serving low income and minority communities. This includes the need to reduce: high dropout rates; meeting the needs of English language learners; and ending chronically low achievement due to poor access to effective resources, teachers and appropriate curriculum. (p. e22).

   Strengths

   This PBS strategy represents innovative and sound curriculum development and educator support factor that is being incorporated into the proposed project design. For example, The Empower Lindsay project is incorporating by scaling PBS up to transform from to a learner-centered approach where learners advance at their own pace, moving forward

based on demonstrating competence on measurable learning objectives, which could build student motivation for learning to reduce dropout rates and improve achievement.

Weaknesses

The proposed project is lacking in clarity and specific data on availability of school resources, staffing patterns, school climate, and educator support that will be addressed in this CPP1.

(3)Overall Comments

The LUSD conducted extensive research and analysis to proposed strategies for closing significant identified gaps in the number of effective leaders and teachers who are working in high needs schools. The proposed Empower Project to improve achievement and performance of schools that are aligned to and are consistent with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, approved by the Department in 2015.

Strengths

The project presents a well-developed analyses that identifies gaps and weaknesses in the current system, how they will be addressed through the project and aligned with the strategies in the CA State Plan to Ensure Equitable Access to Excellent Educators to improve student achievement and equitable access to effective or highly effective educators (p. e35-36).

LUSD will recruit, vet, hire, and train approximately 40 new educators each year, which is 18% of its entire teaching staff. (P. e34-35).

Weaknesses

The proposed project does not clearly present a strategy for identifying and selecting the teachers to equitably address the problem of poor compensation by providing a more attractive compensation structure for new teachers and experienced teachers, and performance-based bonuses associated with the HCMS to replace or enhance the current performance-based compensation that is limited in scope and application.

Reader's Score: 8

Competitive Preference Priority #2 - Diverse and Effective Workforce

1. **Projects that are designed to attract, support, and retain a diverse and effective workforce, including effective teachers, School Leaders, or both, from historically underrepresented populations. At minimum, applicants must provide:**

   A description detailing their commitment to creating and maintaining a diverse workforce.

   General:

   Overall Comments

   Empower Lindsay identified three evidenced-based foundational human capital needs to create and maintain a diverse workforce and improving outcomes across the system: 1) Improving instructional quality of both new and veteran educators; 2) advancing instructional leadership for teachers and leaders; and 3) supporting career advancement pathways of our effective educators. The district has identified 5 key HCMS strategies to meet identified needs (p. e38)

   Strengths

   LUSD by continuing the TCOE collaboration will enhance their potential for the project to improve recruitment efforts and support personalized professional development. The TCOE partner is the lead organization for the California Center on Teaching Careers (CCTC) that provides statewide collaborative leadership to support a continuum of programs and services designed to recruit and advance a qualified, effective, and diverse teacher candidate pool for the state of California. The partnership represents an extensive and sound approach for how the project is addressing this need for a diverse teaching and leadership workforce in this LUSD with a sizeable number of high need schools.

   Weaknesses

   The project does not provide a clear pathway with specific goals, objectives or benchmark data to define the extent to which they will address this issue and how they measure success.

   (1)   Their plan for attracting, supporting, and retaining diverse Educators.

   Overall Comments

   The LUSD and the Empower Lindsay project will collaborate with Tulare

County Office of Education (TCOE) New Teacher Leadership Development Department, to recruit, train, and support new teachers and administrators for Lindsay schools and to focus on building and maintaining a more diverse workforce in the process (p. e8).

Strengths
LUSD-Empower Lindsay will collaborate with teacher education programs to create new pathways and pipelines for growing a pool of diverse educators. For example, LUSD will collaborate with College of the Sequoias (COS) and California State University, Fresno (Fresno State) to offer a pathway to complete the Fresno State Integrated Teacher Education Program for Lindsay High School graduates from the Education Career Pathway and selected classified staff. This approach represents a sound strategy for attracting, supporting new teachers from diverse backgrounds (p. e42).
Weaknesses
The project does not provide a clear pathway with specific and measurable goals, objectives or benchmark data to define the extent to which they will address this issue and how they measure success with their targeted partners to recruit diverse and effective new teachers or to build a pipeline. By addressing this issue, the project team could be in a better position to determine success factors.

Reader's Score: **3**

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Status: Submitted
Last Updated: 07/13/2017 10:09 AM

Status: Submitted
Last Updated: 07/13/2017 10:17 AM

Technical Review

Applicant: Lindsay Unified School District (U374A170092)
Reader #3:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Evidence of Support		
1. Evidence of Support	30	30
Need for Project		
1. Need for Project	25	25
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	20
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	5	5
Priority Questions		
Competitive Preference Priority #1		
Improve Equitable Access to Effective Educators		
1. CPP 1	10	7
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	3
Total	115	110

Technical Review Form

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

Applicant: Lindsay Unified School District (U374A170092)

Questions

Selection Criteria - Evidence of Support

 1. **In determining evidence of support of the proposed project, the Secretary considers the following factors:**

Reader's Score: 30

 Sub Question

 1. **(1) 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.**
 General:

 The applicant outlines a sound system to improve teaching and learning and support rigorous academic standards for students in the target area. Specifically, the applicant plans to expand Empower Lindsay which will strategically advance the established Human Capital Management System (HCMS). For example, the program will advance instructional and leadership practice, recognize the outstanding performance of its teachers and school leaders. Additionally, a fully aligned and well-functioning HCMS ensures all learners have an effective teacher and qualified teacher and every high-need school has an effective leadership (pg. e20 – e25).

 Weaknesses:

 No weaknesses noted.

 Reader's Score:

 2. **(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of the project services.**
 General:

 The applicant thoroughly describes a well-detailed comprehensive plan to ensure collaboration of appropriate partners will maximized the effectiveness of project services. The proposed provided numerous letters of support and commitment for the TSL program which include talent acquisition and recruitment. For example, these partners (Tulare County Office of Education, ▮▮▮▮▮▮▮▮▮▮, the Mass Customized Learning Alliance, Technology and Innovation in Education, and the John D. Welty Center for Educational Policy and Leadership) designed the centerpiece of the district's vision for learner-centered learning and teaching. In addition, partners will enhance support for the continuum of programs and services that is designed to recruit and advance a qualified, effective and diverse teacher participant pool for the state of California (pg. e25- e29, Appendix E pg. e68 – e91).

 Weaknesses:

 No weaknesses noted.

Sub Question

Reader's Score:

3. **(3) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using community, State, and Federal resources.**
   General:

The applicant identifies a clear and concise plan on how the program will build on existing efforts such as shifting from a time-based to a performance-based evaluation system for the TSL program. Specifically, the program will increase the capacity of the Empower Lindsay (21st century competency based professional learning communities and the professional development training for teachers and principals). In addition, the applicant provides a personalized training and support for teachers and principals in the high need schools to make it available for all participants at no cost to them to have the opportunity to earn a master's degree and specialized teaching certifications. Further, the program is leveraging funds ($600,000) that will create a quantitative tool assessing competency, readiness, and advancement in a performance based system to provide feedback and support that should improve learner achievement. This method builds on evidence of promise from the district's investment in performance-based incentives for excellent educators that will expand the district's leadership roles that will enhance results for learners (pg. e29 and e30).

Weaknesses:

No weaknesses noted.

Reader's Score:

Selection Criteria - Need for Project

1. **In determining the need for the proposed project, the Secretary considers the following factors:**

Reader's Score: 25

Sub Question

1. **(1) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**
   General:

The applicant a strong and detailed description on how the program's educational services needed will support immigrant families having a high percentage of low level literacy in English and parental education for the target population. Specifically, the standardized test (the California Assessment of Student Progress) assessed FY 2015 for all learners in grades 3-11 resulted in the performance increased in both English Language Arts (ELA) and math. For example, two-thirds of the learners assessed in ELA and more than 80% of learners in math performed below grade level. Research identifies teacher quality, leadership, and classroom instruction as being the school-related factors for what students learn in school that affect learning outcomes. To further address the needs of the proposed project, it is important to address school leaders playing a critical role that directly support the instructional model to provide feedback, professional development to teachers and other staff. This strategy cultivates a learning culture that enables teachers to be successful, engage parents, and the community I student learning (pg. e30 – e34).

Weaknesses:

No weaknesses noted.

2. (2) 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.

General:

The applicant thoroughly describes a well-defined method on how service area's specific weaknesses in services and solutions addressed in the TSL Initiative program. Specifically, the program will provide support such as professional development, training, job embedded, coaching and mentoring, high-frequency support, technology, data systems, targeted support for novice teachers and effective teachers. Further, these teachers need more opportunities and with additional support should be able to increase students' achievement (pg. e34-e36).

Weaknesses:

No weaknesses noted.

Reader's Score:

Selection Criterion - Quality of the Project Design

1. In determining the quality of the design of the proposed project, the Secretary will consider the following factors:

Reader's Score: 20

Sub Question

1. (1) The extent to which the proposed project demonstrates a rationale.

General:

The applicant provides a strong rational of their strategies and research-based practices that will help informed their design for the target area. Specifically, the program uses the Rationale Theory of Action that provides consistency in evaluation, deepening and customizing professional development aligned with the Strategic Design and competencies in Adult Learning Curriculum. In addition, this strategy will improve instructional practice, teacher and school leader effectiveness, that will increase academic achievement for all learners participating in the TSL program. In addition, it will improve instructional quality of both new and veteran education; advance instructional leadership quality and support career advancement pathways of effective educators (pg. e37 – e49).

Weaknesses:

No weaknesses noted.

Reader's Score:

2. (2) 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 describes a well-defined design of the proposed project appropriate and successful in addressing the needs of the target population. Specially, the program system is a reform efforts built on the hypothesis that every learner can learn using a performance based system. For example, the program will redesign the delivery of professional development, create personalized opportunities for teachers and leaders to advance their knowledge,

gain knew skills, and deepen their ability to teach in a learner driven environment. In addition, the alignment data system should be improved and refine through an interactive data management system by providing more than the basic functionality for Lindsay Leaders and District Leaders to enhance the support teachers need for students' achievement (pg. e49).

Weaknesses:

No weaknesses noted.

Reader's Score:

3. **(3) The extent to which the grant activities will be evaluated, monitored, and reported to the public.**

General:

The applicant describes a well-defined continuous improvement model for the service area. Specifically, the program uses quantitative data and qualitative data to analyzed program's objectives by using appropriate statistical analysis techniques and the use of descriptive statistics and more advanced statistical techniques as appropriate. For example, data collected will document their effectiveness such as annual stakeholder focus groups, interviews, and observations. The implementation progress will be monitored on an ongoing basis meeting weekly during the first year of the project and biweekly during Years 2-5 to plan and develop the components of the TSL program. The outcome of this study will be shared with variety of media outlets such as partner organization for dissemination and publication on their websites and the program's publications, presentations and on the district-wide website (pg. e49 and e50).

Weaknesses:

No weaknesses noted.

Reader's Score:

Selection Criteria - Quality of the Management Plan

1. **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 outlines a well-defined comprehensive management plan that is reasonable to guide project staff in implementing the project and ensuring goals are accomplished to execute a wide variety of complex initiatives within the target area. Specifically, the qualifications and time commitments of key project staff are appropriate and adequate that will achieve project's objectives on time and within budget. For example, due to a strong management plan, the time and expertise contributed through partner agencies, the community, and school and district staff will efficiently and effectively support the implementation and achievement of program's objectives. In addition, the budget narrative detailed budgets for each project component describing clear timelines for scale-up, execution, and completion of work (pg. e52 – 57).

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 based on the following factors:**

Reader's Score: 5

> **Sub Question**

1. **(1) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.**
    General:

    The applicant provides a strong comprehensive plan on the resources to operate the project beyond the length of the grant. Specifically, the program has built investment of stakeholders that plays a key role in their sustainability plan. The program has staffed fully different departments that will support the program after the duration of the TSL grant period. In addition, they included: Technology & Data Systems, Curriculum & Instruction, Blended Learning, and the Department of the Chief Business Officer. Further, once an initiative has been Federally funded, the program has a proven track record of sustaining the program with other funds such as partners commitment, Title I and II, Part A provide the use of funds having the opportunity to use lessons learned to refine systems, introduce new incentives, personalize learning and career advancement roles, and modify the HCMS and evaluation presently being executed district-wide. In addition, this method ensures all children within the community will get the anticipated results and benefits from the TSL program (pg. e57 and e58, and Appendix E).

    Weaknesses:

    No weaknesses noted.

> **Reader's Score:**

2. **(2) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency of organization at the end of the Federal funding.**
    General:

    The applicant provides a strong plan that incorporate the project purposes and activities into the ongoing proposed project once the TSL program has ended. For example, all district resources leveraged to support the Empower Lindsay system. In addition, those components (the Empower digital platform, Mass Customized Learning Virtual Institute, Teacher/Principal evaluation tool) all aligned and integrated into to an everyday practice. It can be sustained through district General Education Funds, California's Local Control Accountability Plan funding, Title I, Title II, and Part A. Further, cohorts of current teachers will get in-depth certifications, Master's degrees and micro-credentials on myriad curricula and learning methods that will enhance their tools to grow into resilient teachers and receive support each year of Lindsay learners with an outcome to succeed in school, college, career, and life (pg. e58 and e59).

    Weaknesses:

    No weaknesses noted.

> **Reader's Score:**

Priority Questions

Competitive Preference Priority #1 - Improve Equitable Access to Effective Educators

1. **Projects that are designed to address the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both teachers and School Leaders, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA or LEAs the project will serve. At a minimum, applicants must:**

   (1) Identify the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA(s) the project will serve;

   (2) Identify relevant factors used in determining such gaps, such as data on availability of school resources, staffing patterns, school climate, and educator support; and

   (3) Describe how the strategies proposed for closing the identified gaps are aligned to and are consistent with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, approved by the Department in 2015.

   General:

   Strengths:

   (1) The applicant partially explains how effective teachers are distributed across the LEA(s) the proposed project will serve. Specifically, the District teachers struggle and leave because of little experience or preparation for working in a performance-based learning environment; teachers faced immense challenge of educating learners with low achievement, and limited English proficiency. In addition, there are 40 teachers trained each year; 18% of its entire teaching staff; 27.2% of teachers are in the first two years of teaching in FY 2016 - 2017 compared to 9.6% statewide; and 75% have less than 3 years teaching. Further, this strategy will enhance recruitment, support, and retention of teachers within the district (pg. e34 –e36).

   Weaknesses:

   The applicant does not clearly describe how the program will distribute in their plan to connect teachers and school leaders to relevant professional learning opportunities throughout the service area. It is difficult to fully assess this criterion without more information on the District plan of closing the gap based on evaluation results within the target area to support students' success.

   Strengths:

   (2) The applicant identifies clearly those factors that regulate data on availability of school resources, staffing patterns, school climate, and educator support for the target population. Specially, the program will increase the educator effectiveness and outcomes by creating effective tools to generate significant feedback. Further, it will design a system to conduct and score teacher's evaluation and observations; adequate training, 5-point scale for rating on the standard, and rubric for each proficiency descriptors. In addition, this method will ensure teacher and school leaders will be connected towards relevant professional learning opportunities that should be based on evaluation results (pg. e34 and e35).

   Weaknesses:

   The applicant lacks more information on their project that will meet the needs of the target population: how data availability of school resources and staffing patterns data will determine such gaps identified in the narrative to support the student's achievement. Without further information on data availability, it is difficult to fully assessed.

   Strengths:

   (3) The applicant addresses clearly how they closes their strategies proposed aligned to and are consistent with the State Equitable Access Plan. Specifically, the program has implemented reforms that closes the gap for recruitment, placement, and retention of effective, diverse educators in high-need schools. In addition, they included: refining evaluation and support system that will include differentiated training based on needs; expanded learning opportunities, coaching and mentoring, signing bonus, and performance based compensation. Further, this method has been effective and needs more expansion to provide a world-class education that prepares all students for success in college, career and life (pg. e35 and e36).

Weaknesses:

No weaknesses noted.

Reader's Score: 7

Competitive Preference Priority #2 - Diverse and Effective Workforce

1. **Projects that are designed to attract, support, and retain a diverse and effective workforce, including effective teachers, School Leaders, or both, from historically underrepresented populations. At minimum, applicants must provide:**

   A description detailing their commitment to creating and maintaining a diverse workforce.

   General:

   Strengths:

   (1) The applicant provides a basic plan on how the program will commit to creating and maintaining a diverse workforce for the proposed project. Specifically, the program will improve instructional quality of both new and veteran educators. Further, it will advance instructional leadership for teachers and leaders; and support career advancement pathways of effective educators in the TSL program. In addition, this method should ensure a diverse workforce to support students' achievement (pg. e37).

   Weaknesses:

   The applicant did not fully explain how the program will commit in creating and maintaining a diverse workforce in the target area. Without incorporating a plan to show their full commitment in improving the program with a strong diverse workforce, the total amount of points cannot be awarded.

   Strengths:

   (2) The applicant provides a partial plan for supporting and retaining diverse Educators for the proposed project. The proposed project will provide personalized support to all new teachers by increasing the effectiveness of HCMS strategies. In addition, it will refine all teachers and principal evaluation and support system. Further, the HCMS system's modifications to support teacher's recruitment and placement; deepen and differentiating professional development for teachers and school leaders; support career advancement pathways; and reward teaching and leading with financial incentives will be enhanced. Specifically, this method ensures the support and retention of the proposed project will impact teachers being accessible to students (pg. e25 and e26).

   Weaknesses:

   The applicant did not provide a clear plan for attracting and recruiting diverse Educators for the proposed project. Further, without additional information, it is difficult to assess how the program will interest other educators to help support the service area.

Reader's Score: 3

Status: Submitted
Last Updated: 07/13/2017 10:17 AM