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

Technical Review Coversheet

Applicant: Center of Excellence for Educator Preparation and Innovation (S374A230039)
Reader #1:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	20	20
Quality of Project Design		
1. Project Design	25	23
Quality of the Management Plan		
1. Management Plan	25	24
Adequacy of Resources		
1. Resources	30	30
Sub Total	100	97
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	5	5
Competitive Preference Priority 2		
1. Diverse Workforce	5	5
Sub Total	10	10
Total	110	107

Technical Review Form

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

Applicant: Center of Excellence for Educator Preparation and Innovation (S374A230039)

Questions

Selection Criteria - Need for Project

1. Need for Project (20 points)

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.

 Strengths:

 The project will build on district-funded strategies already in place to strengthen social and emotional learning. (e19)
 The expectation to collaborate virtually with schools to elevate teacher voice creates the condition for school or district transformation. This is an important factor in rural areas where driving long distances present typical barriers for collaboration. (e20)

 Weaknesses:

 No weaknesses were noted.

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. Quality of the Project Design (25 points)

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.

Strengths:

The project selected school improvement strategies supported by Evidence of Effectiveness studies that meet the ED What Works Clearinghouse Standards. (e22)

Weaknesses:

No tools were discussed for implementation, such as assistive technology or online platforms.

Reader's Score: 23

Selection Criteria - Quality of the Management Plan

1. Quality of the Management Plan (25 points)

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.

Strengths:

The project timeline is divided up into years 1-3 with quarters 1 and 2 to divide the primary benchmarks and milestones aligned with objectives. (e60-e61)

Weaknesses:

The breadth and depth of participants will require a more detailed recruitment strategy to demonstrate a willingness for fully including potential partners who have the desire to be a part of the management plan, yet face challenges or limitations (time, physical impairments, etc).

Reader's Score: 24

Selection Criteria - Adequacy of Resources

1. Adequacy of Resources (30 points)

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.

Strengths:

Diverse partner contributions and supports are listed along with sustainability strategies. (e66-e67)

Weaknesses:

No weaknesses were noted.

Reader's Score: 30

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. **Competitive Preference Priority 1:**
    Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 5 points).

    Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

    a.   In one or more of the following educational settings:
    (1)   Elementary school.
    (2)   Middle school.
    (3)   High school.
    (4)   Career and technical education programs.

    b.   That examines the sources of inequity and inadequacy and implement responses, and that may include one or more of the following:
    (1)   Increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-or-field, and novice teachers compared to their peers.
    (2)   Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.

    Strengths:

    The efforts to eliminate barriers that impede access to or participation in services bring about equity in learning and equity in opportunity. (e14)

    Weaknesses:

    No weaknesses were noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. **Competitive Preference Priority 2:**
    Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 5 points).

    Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support

development of educator diversity.

Strengths:

Virtual network improvement communities is one of the strategies that the partnering organizations will promote as a way to build educator effectiveness and efficacy. (e14)

Weaknesses:

No weaknesses were noted.

Reader's Score: 5

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Status: Submitted
Last Updated: 07/31/2023 10:44 AM

Technical Review Coversheet

Applicant: Center of Excellence for Educator Preparation and Innovation (S374A230039)
Reader #2: **********

		Points Possible	**Points Scored**
Questions			
Selection Criteria			
Need for Project			
1. Need		20	20
Quality of Project Design			
1. Project Design		25	24
Quality of the Management Plan			
1. Management Plan		25	25
Adequacy of Resources			
1. Resources		30	30
	Sub Total	100	99
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority 1			
1. Promoting Equity		5	5
Competitive Preference Priority 2			
1. Diverse Workforce		5	5
	Sub Total	10	10
	Total	110	109

Panel #2 - TSL Panel - 2: 84.374A

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

Applicant: Center of Excellence for Educator Preparation and Innovation (S374A230039)

Questions

Selection Criteria - Need for Project

1. **Need for Project (20 points)**

   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.

   Strengths:

   Overview:
   The applicant demonstrates a strong need for the proposed project that is designed to identify gaps and needs through their extensive work in a TSL Planning Tack Force that is comprised of diverse stakeholders such as district administrators, professionals, finance officers, curriculum specialist, principals, and teachers (pg. e15). The project identifies four bold goals to increase efforts for student achievement such as create an advanced platform to provide feedback and supports to improve teacher and school leader quality and efficacy, incentivize performance in the classroom and school-wide transformation, eliminate achievement gaps, and attract and retain diverse pipeline of teachers and school leaders.

   Strengths:
   i. The applicant demonstrates a strong need for the proposed project that is designed to identify gaps and needs through their extensive work in a TSL Planning Tack Force that is comprised of diverse stakeholders such as district administrators, professionals, finance officers, curriculum specialist, principals, and teachers (pg. e15). Furthermore, the applicant details a strong educator need such as 8,534 teachers being in rural districts and on third of teachers are inexperienced. Students from the districts in the proposed project are in high-poverty, 75% free and reduced lunch and low-achieving students (pg. e16).
   ii. The proposed project builds on similar efforts and integrates such efforts with other forms of revenue through SC districts launching complementary projects to improve district priorities, i.e., learning pathways to improve education alignment and student readiness for college and careers, school climate initiative to increase student access to safe and supportive learning environments, and social and emotional learning (pg. e18).
   iii. The proposed project is a comprehensive effort to improve teaching and learning and support rigorous student achievement standards (pg. e19). The project identifies four bold goals to increase efforts for student achievement such as create an advanced platform to provide feedback and supports to improve teacher and school leader quality and efficacy, incentivize performance in the classroom and school-wide transformation, eliminate achievement gaps, and attract and retain diverse pipeline of teachers and school leaders.
   iv. The applicant provides a very detailed project design framework that illustrates the ways it will address the needs of the

targeted population need such identifying the need and providing strategies to fully address the needs (pg. e21-22). For example, need 4 recognizes the need the two rural districts have with developing strategies and resources to meet state and local equity plans and the proposal project develops strategies such as providing an equity coach who will address issues of inequity in teaching and learning and facilitate strategies and student achievement barriers (pg. e22).

Weaknesses:

Weaknesses:

No weakness noted.

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. **Quality of the Project Design (25 points)**

   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.

   Strengths:

   Overview:
   The proposed project provides a strong design and rationale. The applicant provides a very detailed literature review that the proposed interventions are based (pg. e24-26). The applicant provides a very detailed and thorough evaluation plan that is highly likely to results in progressing towards outcomes (pg. e48-49).

   Strengths:
   i. The proposed project provides a strong design and rationale (pg. e24). It details the goal to improve student achievement by increasing access to effective educators in high-need schools and four objectives to achieve the goal such as reducing equity gaps through the Human Capital Management System, assess educator effectiveness using validated tools, improving educator effectiveness through individualized learning and supports, and increase student attainment of state academic performance standards (pg. e23).
   ii. The applicant provides a very detailed literature review that the proposed interventions are based (pg. e24-26). The applicant utilizes the task force who designed the projects on studies supported by evidence of effectiveness that meets the U.S. Department of Education What Works Clearinghouse standards. The literature review is very detailed and fully describes each area such as teacher induction, national board certification, transfer incentives, professional development and coaching, professional development, and principal coaching.
   iii. The applicant provides a very detailed and thorough evaluation plan that is highly likely to results in progressing towards outcomes (pg. e48-49). The provides includes EduShift who will evaluate the program and the applicant includes that the measures include process and outcome indicators. It is a very impressive evaluation plan that includes GPRA measures, treatment and control groups, and a quasi-experimental design assessment of outcomes through comparison of treatment and control group educators (pg. e50).

Weaknesses:

Weaknesses:
The proposed project is unclear regarding the tools it will use in the application to ensure the implementation of the project (pg. e22-27).

Reader's Score: 24

Selection Criteria - Quality of the Management Plan

1. **Quality of the Management Plan (25 points)**

   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.

   Strengths:

   Overview:
   The proposed project includes a comprehensive management plan that will highly likely contribute to the success of the project outcomes (pg. e55-61).

   Strengths:
   The proposed project includes a comprehensive management plan that will highly likely contribute to the success of the project outcomes (pg. e55-61). The project includes a strong plan for continuous feedback and mechanisms to ensure the effective management of the proposed project such as through the advisory board who will meet quarterly and the cross integration of the program manager being part of the advisory board who will take the advice into the day-to-day leadership and operations of the proposed project. The project includes highly qualified key personnel who have years of relevant experience, cultural competency, and relevant educational backgrounds as demonstrated in their resumes.

   Weaknesses:

   Weaknesses:
   No weakness noted.

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. **Adequacy of Resources (30 points)**

   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.

Strengths:

Overview:
The proposed project is highly likely to result in system change and improvement through its strong list of partnerships, consortium that will work collectively to contribute to systemic change through promoting long lasting system changes to improve outcomes for schools, educators, and students (pg. 62-63). The proposed project includes details as to how it will meet the needs of the target population through the identification of the four needs in their needs assessment (pg. e63).

Strengths:
i. The proposed project is highly likely to result in system change and improvement through its strong list of partnerships, consortium that will work collectively to contribute to systemic change through promoting long lasting system changes to improve outcomes for schools, educators, and students (pg. 62-63). The applicant provides further evidence of system change through clearly describing the types of contributions and support each partner will provide (pg. e66).
ii. The proposed project includes details as to how it will meet the needs of the target population through the identification of the four needs in their needs assessment (pg. e63). In addition, the project, has a plan to build capacity to meet such needs through each tier that relates to the need of providing the district resources to consistently implement effectiveness based HCMS's across all schools.
iii. The applicant provides evidence of resources to operate the proposed project after the period of Federal funding has ended (pg. e65). For example, the applicant provides that the project partners will sustain the project through a multi-year plan, partner commitment, stakeholder support, and sustainable practices.

Weaknesses:

Weaknesses:
No weakness noted.

Reader's Score: 30

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1:
Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 5 points).

Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

a.   In one or more of the following educational settings:
(1)   Elementary school.
(2)   Middle school.
(3)   High school.
(4)   Career and technical education programs.

b.   That examines the sources of inequity and inadequacy and implement responses, and that may include one or more of the following:
(1)   Increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the

communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-or-field, and novice teachers compared to their peers.

    (2)   Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.

Strengths:

Overview:

The applicant addresses Competitive Preference Priority 1 through expand a program that focuses on two school districts in rural SC serving over 26 public schools (pg. e13).

Strengths:

The applicant addresses Competitive Preference Priority 1 through expand a program that focuses on two school districts in rural SC serving over 26 public schools (pg. e13). The project has a strong plan for examining equity and equitable access and will develop, design, and implement a comprehensive performance-based compensation system and a human capital management system.

Weaknesses:

Weaknesses:

No weakness noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. **Competitive Preference Priority 2:**
    Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 5 points).

    Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.

  Strengths:

Overview:

The applicant addresses Competitive Preference Priority 2 through having a strong plan to diversify the educator pool.

Strengths:

The applicant addresses Competitive Preference Priority 2 through having a strong plan to diversify the educator pool, i.e., the nonprofit is located on the campus of Voorhees University, an HBCU (pg. e14). This will create a strong diverse pathway to increase well-prepared educators.

Weaknesses:

Weaknesses:
No weakness noted.

Reader's Score: **5**

Status: Submitted
Last Updated: 07/28/2023 06:26 PM

Status: Submitted
Last Updated: 07/29/2023 02:09 AM

Technical Review Coversheet

Applicant: Center of Excellence for Educator Preparation and Innovation (S374A230039)
Reader #3:   **********

		Points Possible	**Points Scored**
Questions			
Selection Criteria			
Need for Project			
1. Need		20	18
Quality of Project Design			
1. Project Design		25	23
Quality of the Management Plan			
1. Management Plan		25	22
Adequacy of Resources			
1. Resources		30	30
	Sub Total	100	93
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority 1			
1. Promoting Equity		5	5
Competitive Preference Priority 2			
1. Diverse Workforce		5	5
	Sub Total	10	10
	Total	110	103

Technical Review Form

Reader #3:   **********
Applicant: Center of Excellence for Educator Preparation and Innovation (S374A230039)

Questions

Selection Criteria - Need for Project

1. **Need for Project (20 points)**

   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.

   Strengths:

   Overview: The applicant describes meeting diverse and changing needs. The Center of Excellence for Educator Preparation and Innovation in partnership with two school districts in South Carolina convened a TSL Task Force comprised of professional stakeholders to design a comprehensive TSL initiative known as REAP: Rewarding Educator Achievement and Performance! that will help their two districts (Fairfield County School District and Georgetown County School District) improve their quality of education, elevate educator effectiveness, raise student achievement, and increase equity in learning. pg. e 10.
   Strengths:
   i)   The applicant shows a gaps and weaknesses chart concerning the South Carolina school districts on pg. e 17. In the chart it lists a need of: districts lack a process to connect educators with supports that increase effectiveness. The gap is then listed as Our two districts do not utilize systems of support that align professional development to individual strengths and weaknesses. The REAP improvement strategy then lists: REAP will utilize professional growth plans linked to effectiveness ratings to connect educators to extensive professional development the line to improve practice (tier 2) pg. e17. The applicant mentions the two partners' rural South Carolina school districts face significant challenges. policies and systems do not support school districts prepared to overcome the challenges of educating high-need youth impacted by chronic failure, poverty, low educational attainment, and underprepared educators. pg. e18. TSL funding will provide resources to implement positive reforms that build local capacity to raise educator and student achievement. pg. e18
   ii)   The applicant describes district-funded projects: Learning Pathways (real-world learning opportunities for students aligned to career and college readiness, School Climate Initiatives, and Social and Emotional Learning and Mental Health pg. e19. REAP will provide the resources needed to expand upon existing student-centric improvement efforts and help the two South Carolina school districts elevate educator effectiveness through comprehensive, data-driven Human Capital Management Systems connected to educator effectiveness, educator support systems, performance-based compensation, and complementary district improvement and reform strategies. pg. e19
   iii)   The applicant describes a comprehensive effort to improve teaching and learning by 1) creating a technologically-advanced platform that enables all stakeholders across schools and districts to provide the substantive feedback and supports needed to significantly improve teacher and school leader quality and efficacy; incentivize exceptional performance in the classroom and accelerate schoolwide transformation through career ladder opportunities;

eradicate achievement and opportunity gaps for the most vulnerable students in high-poverty high priority rural schools; 4) attract and retain a diverse pipeline of exemplary teachers and school leaders; 5) provide, use and implement evidence-based professional learning opportunities that will be the catalyst for a uniting, exhilarating and sustaining continuous improvement and all of their schools. pg. e19.

iv)   The applicant describes that REAP will provide two Tiers of Services aligned
    to two needs, gaps, and weaknesses identified by the Planning Team.
    A chart for the REAP Project Design Framework is listed on pg. e 22.
Connecting staff with the appropriate source of professional development will
meet gaps in leadership and educator support systems. Attracting a diverse pipeline of educators using evidence-based learning principles will improve student achievement.

Weaknesses:

The applicant describes it as particularly challenging in rural districts because of the isolation faced by educators. Release time for teachers to engage in collaboration in professional developments, may not be enough support without the coordination of virtual training, in addition to, in-person training. pg. e 20.

Reader's Score: 18

Selection Criteria - Quality of Project Design

1. **Quality of the Project Design (25 points)**

   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.

   Strengths:

   Overview: The applicant describes a logic model which grounds REAP in strong theory. Prioritizing services using a Priority Level strategy provides a rationale ensuring REAP benefits highest-poverty/ lowest performing schools and closes education equity gaps impacting all grades PK- 12. Pg. e21

   Strengths:
   i) The applicant describes that based on research that has evidence-based HC MS, P BCS, educator evaluation, and educator improvement practices, the Planning Task Force developed a logic model project in the strong theory of support and rationale. pg. e27. The applicant mentions that grant managers, the REAP advisory board, and evaluators Will utilize the logic model to ensure alignment of activities with the project goal, objectives, and timeline, ensure equitable delivery of the Tiers of Support, and propose services. pg. e28.
   ii) The applicant mentions in a review of high-quality relevant literature, that Podolsky, A., T and Darling-Hammond, L. (2019) concluded that teacher efficacy, when supported with evidence-based professional learning, and job embedded-professional coaching, can significantly improve over time. The authors find that teaching experience (supported by job-embedded coaching and professional learning) is positively associated with student achievement throughout much of a teacher's career. pg. e28
   iii) According to the applicant, the Center of Excellence for Educator Preparation and Innovation plans to contract with

EduShift, Inc. Grants program and program evaluation organization, to implement an objective evaluation of REAP. Pg. e48 Evaluation of REAP will include: 1) Evaluation Methodology; Process and Outcome evaluation; 3) Evidence of Promise and 4) Objective Performance Measures. pg. e48.

Weaknesses:

Weaknesses: The applicant proposes leveraging innovative technology tools to provide a tailored professional development experience that can be used as a job-embedded tool for continuous improvement. pg. e34. The applicant does not refer to innovative technology tools that will be available after the three-year grant period is over. There are some technology tools discussed in the grant for educational purposes.

Reader's Score: 23

Selection Criteria - Quality of the Management Plan

1. **Quality of the Management Plan (25 points)**

   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.

   Strengths:

   Overview: The applicant, The Center of Excellence for Educator Preparation and Innovation, will implement a structured Grant management plan to ensure the only timely, efficient implementation of REAP with fidelity to the project design. pg. e56.

   Strengths: The applicant describes grant management strategies promoting continuous improvement of the project and facilitating efficient and effective implementation of REAP during the three-year grand. Include: (1) equal access;(2) timely implementation;(3) budget oversight;4) procedures;5) personnel;(6) timeline;7); feedback; and (8) engaging under-represented groups.pg. e57.   Each strategy is thoroughly documented by the applicant in the project narrative.

   Weaknesses:

   Weaknesses: CEPI and REAP Partner, according to the applicant, will recruit stakeholders from traditionally-underrepresented groups to serve on the advisory board, planning teams, and subcommittees - persons of color; persons from non-English speaking households; persons of poverty, special education representatives and persons with disabilities to learn firsthand about the ever-changing needs of traditionally-underrepresented communities. pg. e61-62 This is a large group to put together for the advisory board, planning team, and subcommittees during a three-year period. some groups may be unwilling to participate due to many factors.

Reader's Score: 22

Selection Criteria - Adequacy of Resources

1. **Adequacy of Resources (30 points)**

   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.

   Strengths:

   Overview: The applicant, The Center of Excellence for Educator Preparation and Innovation will leverage diverse District and partner resources to implement the TSL grant project to increase the quality of teaching and learning in high-needs schools, increase equitable access to education, and raise student achievement that will extend beyond the grand. pg. e62

   Strengths:

   i)   According to the applicant, REAP will launch and sustain two Tiers of Support – Tier 1: Comprehensive HCMS and Tier 2: Educator Quality Supports to promote positive and lasting system changes that improve outcomes for schools, educators, and students. pg. e62

   ii)   According to the applicant, implementation of REAP will provide CEPI and consortium partners with the resources to improve human capital management systems can strengthen educator quality support. REAP will build district school and educator capacity to meet the needs of Fairfield and Georgetown students in rolled in 26 high-need schools. pg. e63.

   iii)   According to the applicant the advisory board will work to ensure districts and
             their schools are linked to community partners whose resources enhance the
             depth and capacity of support options beyond the length of the grant. pg. e68. Upon
             completion of the grant, HCMSs will become institutionalized in REAP districts,
             eliminating for project director, improvement specialists, etc. pg. e67

   Weaknesses:

   no weaknesses

   Reader's Score: 30

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. **Competitive Preference Priority 1:**
   Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 5 points).

   Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

   a.   **In one or more of the following educational settings:**
   (1)   Elementary school.
   (2)   Middle school.

    (3)   **High school.**
    (4)   **Career and technical education programs.**

b.   **That examines the sources of inequity and inadequacy and implement responses, and that may include one or more of the following:**
    (1)   **Increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-or-field, and novice teachers compared to their peers.**
    (2)   **Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.**

Strengths:

Overview: The applicant, CEPI, describes promoting equity in student access to educational resources and opportunities for all students, families, and educators. pg. e14

Strengths: The applicant maintains that ensuring equity in education is critical to sustainability and to serving the best interests of students and families. The applicant will ensure eliminating barriers that constrain student, parent, educator, or partner access to or participation in services based on actual or perceived gender, race, national origin, color, disability, religion, sexual orientation, gender identity, veteran status, age, or other protected class. REAP strategies will ensure equal access to all programs, with equity in opportunity. pg. e14. The CEPI prioritizes the consistent implementation of strategies designed to ensure equal access to and equity in opportunity for all students, families, and educators. pg. e14.

Weaknesses:

no weaknesses

Reader's Score: **5**

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2:
Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 5 points).

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.

Strengths:

Overview: The applicant's project will be diversifying the educator pool. Pg e14

Strengths: The CEPI is on the campus of a historically Black University (HBCU) know
as Voorhees University. The Institute for Organizational Coherence and CEPI will develop a collective recruitment, hiring, and retention strategy to attract a diverse candidate pool of teachers and school leaders to serve in rural high-priority schools. CEPI will work with IOC to design micro-credentials, pathways to advanced graduate training, virtual network improvement communities, and protocols in improvement science that have evidence of significantly improving educator

effectiveness and efficacy, pg. e14

Weaknesses:

no weaknesses

Reader's Score: 5

Status: Submitted

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