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

# Technical Review Coversheet

**Applicant:**     Teaching Lab (S374A230040)
**Reader #1:**     **********

|  | **Points Possible** | **Points Scored** |
|---|---|---|
| **Questions** | | |
| **Selection Criteria** | | |
| **Need for Project** | | |
| **1.** Need | 20 | 18 |
| **Quality of Project Design** | | |
| **1.** Project Design | 25 | 22 |
| **Quality of the Management Plan** | | |
| **1.** Management Plan | 25 | 21 |
| **Adequacy of Resources** | | |
| **1.** Resources | 30 | 30 |
| **Sub Total** | 100 | 91 |
| | | |
| **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 | 101 |

# Technical Review Form

**Panel #2 - TSL Panel - 2: 84.374A**

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

**Applicant:**   Teaching Lab (S374A230040)

**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:**

Gaps and corresponding solutions appear in a table form that summarizes the anticipated approaches, which include coaching, career advancement, HCMS tactics, collaboration with peers in the profession, and norming of excellent instruction. (e23-e24)

**Weaknesses:**

The applicant could expand further on the research that describes how educators of color often are expected to act as a disciplinarian or speak as a representative of their racial group. (e21)

**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:**

The description of HCMS and PBCS for ELA and math teachers shows targeted approaches for retention. (e25)

Core characteristics of effective teaching connects with the efforts to demonstrate and uphold culturally responsive and sustaining educational practices. These methods are included in a complete table of indicators to serve as guideposts when assessing classroom environments. (e26-e27)

Intensive coaching models lessons and provides immediate feedback. This kind of coaching is considered a strength of this proposal because it offers practical suggestions for ensuring meaningful and inclusive learning opportunities for all students, including multilingual learners and neurodiverse learners. (e30)

**Weaknesses:**

Stipends, listed in amounts ($5,000-$100), match the position of participants. It is a long list to have to go through for external motivation. The applicant does not cite research that would justify connecting stipend amounts to engaging in expected activities. Furthermore, the listed activities are too extensive for a professional educator to have to reference repeatedly to see what the amount for a stipend would match an activity that may be expected in their role in the first place. (e31)

**Reader's Score:** 22

**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:**

   A district advisory council will consist of diverse stakeholders (parents, community members, teachers) to provide input and guidance to leaders on grant-related activities. (e45)

   The roles and responsibilities are described with detail. This is a strength because we can see that there will be seven fully-dedicated professional roles that show varying levels of expertise. (e46-e47)

   Quarterly meetings among the management team will review data and assess program effectiveness. (e45)

   **Weaknesses:**

   A timeline is crucial to coincide with the management plan. However, this plan is void of seasons, months or years for targeted actions. (e46-47)

**Reader's Score:** 21

**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:**

   The applicant ties student achievement to high quality professional development. Such professional development strategies present evidence-based activities and interventions targeted for improved student outcomes. (e47-e48)

   The applicant has partnered with the NM Public Education Department and cites actual data from the research conducted. The data compliments the expected systems change in the application of the program to positively impact students' classroom experiences and mindsets. (e48)

   The applicant plans to braid funding in the future to continue this work. Sustainability resources that other districts can make use of includes a video library showcasing effective practices across all grade levels and curating supplemental materials that will empower schools to continue implementing the project activities after the grant period ends. (e52)

   **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:

Strategic partnerships would create pathways for teachers, along with incentive structures designed through this program. (e17-e18)


### 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:

A district advisory council will assure community voice in the decision-making process. (e18)
 A year-round, multipronged approach aims to diversify recruitment pipelines and increase the numbers of educators of color. (e18)


### 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:** Teaching Lab (S374A230040)
**Reader #2:** **********

|  | | 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 | 23 |
| **Adequacy of Resources** | | | |
| **1.** Resources | | 30 | 30 |
| | **Sub Total** | 100 | 94 |
| | | | |
| **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 | 104 |

# Technical Review Form

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

**Applicant:**   Teaching Lab (S374A230040)

**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 provides several specific needs that the proposed project will address such as the loss of educational retainment due to the impacts of COVID-19 (pg. e19) on students for underrepresented populations that are made more severe due to the ongoing barriers such as teacher shortages and high resignation rates (pg. e20). Applicant provides limited details as to how the proposed project builds on existing funding sources.

   Strengths:
   i. The applicant provides several specific needs that the proposed project will address such as the loss of educational retainment due to the impacts of COVID-19 (pg. e19) on students for underrepresented populations that are made more severe due to the ongoing barriers such as teacher shortages and high resignation rates (pg. e20). The applicant details an important need to effectively distinguish between effective and highly effective and developing teachers and lack of professional development and coaching.
   iii. The applicant provides a comprehensive and detailed plan to improve student learning (pg. e21-24). The project address how it will improve each proposed need because of the project activities.
   iv. The project is highly likely to meet the needs of the targeted population through addressing the needs of students from underrepresented populations and having a strong plan for recruiting diverse leaders (pg. e22).

   **Weaknesses:**

   Weaknesses:

   ii. The applicant provides limited details as to how the proposed project builds on similar or related efforts to improve relevant outcomes. The applicant thoroughly details the needs for the project but provides limited information regarding how the past work of the applicant builds on past work.

**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 provides a strong rationale for the proposed project (pg. e24-34). The applicant provides a detailed evaluation plan that will provide feedback to key personnel and stakeholders, track progress of the logic model, and assess the impact of the teacher professional development and coaching component (pg. e40).
Strengths:
i. The applicant provides a strong rationale for the proposed project (pg. e24-34). For example, the project provides a clear plan to contribute to systemic change to attract, develop, and retain highly qualified diverse teachers.
ii. The project is based on relevant literature such as (Opper, 2019; Doan, 2019) that highlight the importance of teachers as most influential school-related factor for students' academic and non-academic success (pg. e35). In addition, (Carver-Thomas & Darling-Hammond, 2019) provides how high teacher attrition imposes financial burdens on school districts and hinders academic progress for students (pg. e36).
iii. The applicant provides a detailed evaluation plan that will provide feedback to key personnel and stakeholders, track progress of the logic model, and assess the impact of the teacher professional development and coaching component (pg. e40).

**Weaknesses:**

Weaknesses:
The applicant does not provide research to show the correlation between the various levels of stipends amounts will have in the proposed reward system (pg. e31).

**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 provides a very comprehensive and detailed management plan in this complex project (pg. e45-47). The project details the resume of key personnel who is highly qualified and demonstrates relevant experience (pg. e55).

Strengths:
The applicant provides a very comprehensive and detailed management plan in this complex project (pg. e45-47). The applicant brings everyone together through developing the district advisory council which is comprised of key stakeholders and will contribute to the success of the program. The detailed management chart provides the key roles and responsibilities of each key personnel (pg. e46-47). The project details the resume of key personnel who is highly qualified and demonstrates relevant experience (pg. e55).

**Weaknesses:**

Weaknesses:
Although the applicant provides a detailed management plan, the timeline of the management plan (pg. e46-47) is not clear as to the specific months and years in which the proposed activities will be carried out, more specifics are needed in regards to the timeline of activities.

**Reader's Score:      23**

**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 provides evidence that the proposed project will highly likely lead in system change through being included in every level of the education system-network (pg. e47-48). The applicant details how the evaluation of the proposed project will help to yield results and have long lasting impact through enabling the district in their decision making (pg. e49).

   Strengths:
   i. The applicant provides evidence that the proposed project will highly likely lead in system change through being included in every level of the education system-network (pg. e47-48). They provide examples from past work that show how these interventions have impact and lead to the change.
   ii. The applicant details how the evaluation of the proposed project will help to yield results and have long lasting impact

through enabling the district in their decision making (pg. e49). More importantly, the gradual release model with partner schools and districts will help build capacity at the local level and enable knowledge transfer during the implementation. iii. The proposed project has a very impressive support of over 50 letters of support (pg. e105-167). The project provides each district with flexibility to be responsive to take ownership and responsibility of the project that will build sustainability.

**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 a program that focuses on a school district, this project, several school districts, and the project has a strong plan for examining equity and equitable access.

   Strengths:
   The applicant addresses Competitive Preference Priority 1 through a program that focuses on a school district, this project, several school districts, and the project has a strong plan for examining equity and equitable access (pg. e15).


   **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 citing data that the school is a high-need school with 50% of students from low-income families and qualifying for free or reduced lunch.

Strengths:
The applicant addresses Competitive Preference Priority 2 through citing data that the school is a high-need school with 50% of students from low-income families and qualifying for free or reduced lunch.


**Weaknesses:**

No weakness noted.


**Reader's Score:** 5

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

# Technical Review Coversheet

**Applicant:** Teaching Lab (S374A230040)
**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:** Teaching Lab (S374A230040)

**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:
   Addressing the impact of lost learning time due to COVID-19 on the outcomes for other marginalized communities, the need to recruit diverse educators retain effective and high-effective teachers, and support them with strong standardized-aligned professional learning is critical. pg. e20 according to the applicant.

   Strengths:
   (i) Most of the learning loss was concentrated among high-needs students, particularly low-income, English learners, and black students according to the applicant. pg. e19 However, curriculum alone cannot make up for lost instructional time and close the achievement gap. Students need teachers who are well-trained in HIQM and effective instructional practices to maximize the impact of the curriculum on student learning, and professional development is the key to empowering teachers. pg. e19.
   (ii) In Table 1: Project RISE Needs, Gaps & Solutions on pgs. e23-24, the applicant highlights the increased feeling of isolation among teachers and leaders. The applicant is building a networked Improvement Community where district and school leaders can engage in shared learning and collaborate with peers across geographically dispersed regions as one solution. pg. e24
   (iii) The project by Teaching Labs provides a comprehensive effort to improve teaching and learning. One solution describes providing professional development grounded in HQIM and ongoing job-embedded coaching to effective and highly effective math and ELA teachers supporting third through eighth-grade classrooms.
   (iv)The design of the proposed project is appropriate to the needs of the target population. A comprehensive redesign of the HCMS to reliably identify teachers who are making an impact on student outcomes and implement a PCBS that rewards effective teaching is proposed by the applicant pg. e24.
   Teachers of Teaching Lab need to be specially trained in high-interest quality materials to support their students to maximize instruction. They will also need coaching in math and the English Language Arts to be highly effective teachers in grades third through eighth grade to meet the needs of the target population. The project hopes to fill in the gaps in educational achievement for their schools.

**Weaknesses:**

The applicant states that the district advisory council will advise the district leaders to ensure that decisions made represent the interest of the community.
If a decision by the district advisory council is not favorable to the best interest of their students at Teaching Lab, the applicant wants an opportunity to voice their support or concerns. Pg e26. The contact with the district advisory council must be readily available for the best interests of the supporting community

**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 proposed project which demonstrates a rationale through Project RISE works at every level of the system, from the classroom to the district, to design and implement programs that lead to systemic change. pg.24
Strengths:
(i)Teaching Labs proposes in this project that Project RISE leverages high-impact, research-based solutions to attract, develop, and retain a well-qualified, effective, and diverse pool of highly skilled and effective teachers who are prepared to teach diverse groups of learners. pg. e 24-25.
(ii) Teaching Lab's Project RISE's emphasis on improving educator effectiveness is based on relevant literature and research findings that highlight the paramount importance of teachers as the most influential school-related factor for students 'academic and non-academic success (Opper,2019; Doan 2019) pg. e35. The applicant's project places specific emphasis on supporting teachers and leaders of color (NCES,2021a: NCES,2020). e35
iii The applicant has designed an evaluation together with the American Institute for Research, which is entitled Project RISE External Evaluation which focuses on performance feedback, progress on outcomes, and impact. Appendix F pg. e179 The RISE Evaluation asks evaluation questions and then the response is to list the data sources. The applicant has designed a tool that should be useful to the project.

**Weaknesses:**

The applicant has designed a tool Project RISE External Evaluation, that could be useful to the project. Trials of Project RISE External Evaluation by Teaching Labs may have been used to review this tool effectively. Specific details on the trials would have been valued.

**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's project RISE leverages feed loops to facilitate the flow of information and data to inform strategic decision-making and adjustments to align the support to the local context and climate pg. e45

Strengths:
To facilitate and expedite data sharing, AIR, Project Rise's external evaluator and the TSL data strategy will leverage the Networked Improvement Community (NIC) infrastructure. Pg. 45-46. The district advisory council (DAC) consisting of diverse stakeholders, including community members, families, teachers, students, and school leaders, will provide members, families, teachers, students, and school leaders, will provide input and guidance to district leaders on grant-related activities pg. e45, The
DAC listing of the types of stakeholders was not provided in the Need for the Project section.

**Weaknesses:**

The adequacy of the management plan to achieve the proposed project on time and within budget may make it difficult to come to a consensus with so many invested stakeholders. pg. e45. The stakeholders have to provide consistent input and guidance to the district leaders on grant-related activities.

**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: Teaching Labs will build capacity to address the high-needs students in its population.

Strengths:
i)Teaching Lab's professional development has yielded data that indicates this project will result in system change and

data that positively impact student classroom experiences and mindsets across a range of measures. pg. e48.
ii) The applicant will utilize a program TORSH, which will provide in-kind technology coaches to assist districts in utilizing online and virtual platforms. They will provide training and use cases for effectively utilizing coaching and peer-to-peer feedback. Pg. e263
iii) The applicant will use a Gradual Release Model (GRM) which is structured to develop and strengthen the local capacity required to ensure the long-term sustainability of the project and its positive impact on high-need students. pg. e50.

**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's goal is to increase the number of effective educators from traditionally underrepresented backgrounds. pg. e17

Strengths:
The applicant, Teaching Labs, proposes Project Rise (Refine, Improve, Share, and Elevate) that creates a Networked Improved Community (NIC) to engage in shared learning. pg. e15. Their goal is to improve student outcomes so that high-effective teachers with access to High Quality Instructional Materials are essential. Pg. e18 Project Rise will build internal

systems to provide teachers with intensive coaching and development. It will also design financial incentives and career advancement opportunities for teachers. pg. e18.

**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 is supporting a diverse educator workforce and professional growth to strengthen student learning.pg.  e18.
   Strengths: Teaching Lab will support districts that implement evidenced-based strategies to diversify their recruitment pipelines, leveraging the experience and expertise of Digital Nest. (Digital NEST creates sustainable and scalable technology learning centers for Latinx youth to provide the skills, network, and resources to foster economic equality) pg. e18 Teaching Lab will also build the infrastructure to operationalize the recruitment strategies to increase the number of educators of color. Pg. e18

   **Weaknesses:**
   no weaknesses

**Reader's Score:**      5

**Status:**      Submitted
**Last Updated:**      07/29/2023 02:13 AM