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

Technical Review Coversheet

Applicant: United Cerebral Palsy of Central Florida (S374A230048)
Reader #1: **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Need for Project			
1. Need		20	17
Quality of Project Design			
1. Project Design		25	22
Quality of the Management Plan			
1. Management Plan		25	23
Adequacy of Resources			
1. Resources		30	30
	Sub Total	100	92
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority 1			
1. Promoting Equity		5	5
Competitive Preference Priority 2			
1. Diverse Workforce		5	4
	Sub Total	10	9
	Total	110	101

Technical Review Form

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

Applicant: United Cerebral Palsy of Central Florida (S374A230048)

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:

    Project ELEVATE addresses the teacher shortage in special education. Students with disabilities are more likely to have underprepared or uncredentialed teachers, with limited tools to help students catch up with their peers. (e20)
    A 40% turnover rate has provided the data and insights taken from each exit interview to develop Project ELEVATE. (e22)
    Furthermore, none of the principals/assistant principals have been in their role at UCP for more than 2 years. (e25)
    Groupings of three tracks for teachers (Great Start Teachers, Next Step Teachers and Master Teachers) allow for personalized training through a variety of methods. (e23)
    HBCUs and HSIs will offer their interested students a 5 week paid summer internship to work directly with students. (e24)
    Project ELEVATE will allow pairs of teachers to job share so that they can attend classes and fulfill their study requirements. (e34)

    Weaknesses:

    None of the APs or Principals have been in their positions for longer than two years. No data sources are cited that related to the possible causes. The applicant did not explore the circumstances in depth related to the causes. Research shows that leaders of color leave positions to work with different educational organizations if they do not feel supported or heard. (e25)

Reader's Score: 17

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 development and implementation of the KEY Program incentivizes adults employees to engage through an online game that uses points, levels and challenges. Research cited shows that this would appeal to younger educators who would also have the ability to earn digital badges and recognize each other's achievements. (e44)

TeachLIVE allows teachers and paraprofessionals to practice their approaches through virtual reality. Instruction and management skills could be practiced with the virtual students, who are programmed to present with challenges typically expected in the actual classroom. (e45)

Current leaders and aspiring leaders could attend national conferences that would prepare them for improvement targeted to student achievement. (e46)

The project values qualitative data from surveys, focus groups and interviews for the external evaluator to gather feedback. (e52)

Weaknesses:

When educators spend time on the online KEY program, they may find that their personal time outside of work is compromised since. The possibility of burnout exists if younger teachers (as mentioned to be the targeted audience for this platform) do not have the time to engage with the KEY platform. And seasoned/veteran teachers may also not find an additional platform to learn an appealing way to spend their time. (e44)

Research citations that support the effectiveness of the Principal Residency program are absent. (e47)

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:

   Project Principal Investigator (who also functions as the CEO/Superintendent) researched effects of a bonus to improve teacher and leader performance as her dissertation. In-kind positions are occupied with long-standing educators who also hold advanced degrees. (e58-e59)

   An Advisory Committee, for oversight and to ensure on-going communication, will be comprised of university partners, principal and teacher representatives. (e59)

Weaknesses:

The Advisory Committee excludes valuable partners, such as community members and caregivers/parents of student leaders. (e59)

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:

The project will build upon current partnerships to accomplish successful strategies, including a review and realignment of compensation models and personalized/targeted professional learning opportunities to improve instructional effectiveness. Those aligned resources will increase learning gains for some of the most marginalized students. (e60-e62)

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 project will target the highest needs campuses with the most support, while all of the other schools will be served. (e17)

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:

   The creation of an Equity Awareness Team will support the efforts to retain and support diverse educators. (e18) Partnerships with HBCUs and HSIs promotes intentionality in hiring. (e18)

   Weaknesses:

   The data systems and timelines are not tied with the efforts to attract teachers through the existing education leadership programs. (e18)

Reader's Score: 4

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

Technical Review Coversheet

Applicant: United Cerebral Palsy of Central Florida (S374A230048)

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	25
Adequacy of Resources			
1. Resources		30	30
	Sub Total	100	96
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	106

Technical Review Form

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

Applicant: United Cerebral Palsy of Central Florida (S374A230048)

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 evidence of a strong need for the proposed project, e.g., the eight school districts in Central Florida is a high-need LEA which over 95% low-income and a diverse student population, 80% non-white with over 16 languages spoken and 50% who identify as Hispanic (pg. 4). The applicant provides details on how the proposed project will build on similar efforts such as UCP investing in a human capital system to streamline HR processes and will enable in job recruitment process (pg. 16-17).

   Strengths:
   i. The applicant provides evidence of a strong need for the proposed project, e.g. the eight school districts in Central Florida is a high-need LEA which over 95% low-income and a diverse student population, 80% non-white with over 16 languages spoken and 50% who identify as Hispanic (pg. 4). The applicant identifies several needs that will be addressed in the proposed project such as a need for teachers, specifically in special education, high turnover and percentage of teachers, lack of alignment of teacher diversity reflective in the student body, and a comprehensive onboarding process (pg. 7). An important need provided is that over 50% or more of classes comprise of students with a disability and all teachers in the LEA are special education educators.
   ii. The applicant provides details on how the proposed project will build on similar efforts such as UCP investing in a human capital system to streamline HR processes and will enable in job recruitment process (pg. 16-17). More importantly, the project cites an important relationship with the University of Central Florida efforts to address the issue of reducing the shortage of special education teachers (pg. e17-18).
   iii. The applicant provides a strong plan to improve teaching and learning and academic standards (pg. 25). For example, this plan includes UCP participating in the School Improvement Rating method for evaluating the effectiveness of programs focusing on learning gain growth. In addition, the applicant cites an important partnership with Reed Charitable Foundation to train UCP PreK-3rd grade teachers on the Orton-Gillingham method to build foundation literacy (pg. 26).
   iv. The applicant provides a very strong plan to address the needs of the target population in particularly through the collaboration and partnership with HBCUs and in the recruitment and preparing a diverse teaching workforce (23). This is a strong plan to recruit diverse leaders and a great partnership that is highly likely to yield success.

Weaknesses:

Weaknesses:
The proposed project provides that the principals have low retention rates within two years however, it does not provide research as to how the reasons why the low retention rates (pg. e23).

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 details a comprehensive rationale for the proposed project (pg. 29). For example, the project is informed on stakeholder surveys and feedback from summits of key personnel and this needs assessment built a strong foundation for the approaches and interventions the project will implement. The applicant bases the project on relevant research such as (Chotfelter, et. al, 2008) regarding educational incentives as effective tools at promoting the retention and reducing attrition of teachers in high-need areas (pg. 30).

Strengths:
i. The applicant details a comprehensive rationale for the proposed project (pg. 29). For example, the project is informed on stakeholder surveys and feedback from summits of key personnel and this needs assessment built a strong foundation for the approaches and interventions the project will implement. As a result, the project identifies four needs to address, increasing diverse teachers, improve professional learning, retain effective teachers and leaders, and provide financial incentives (pg. e29).
ii. The applicant bases the project on relevant research such as (Chotfelter, et. al, 2008) regarding educational incentives as effective tools at promoting the retention and reducing attrition of teachers in high-need areas (pg. 30). Another important literature cited is (Odden and Kelly 2002) that informs that such compensation incentive programs needs the participation and collaboration of several stakeholders, adequate funding, training, and persistence (pg. 30). The applicant provides a comprehensive and detailed implementation plan that includes strategy and milestones, each year, and responsible key personnel to carry out each milestone (pg. 35-39). The applicant provides in appendix b, resume of key personnel (pg. e148).
iii. The applicant provides that they will implement a mixed-methods evaluation (pg. 39). This will help to provide formative feedback that will help the leadership of the project and key stakeholders to review and make immediate changes, if needed to ensure the ongoing success of implementation. The applicant provides a data collection plan that captures each year of the grant and steps (pg. 43).

Weaknesses:

Weaknesses:
The proposed project is highly likely to involve a lot of time and may be an issue for teachers who may not have adequate time to contribute to the many parts of the project (pg. 43).

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 strong management plan (pg. 44-47). Each key personnel are highly qualified through educational experience, educational background, and demonstrates cultural competence which is key to the proposed project.

Strengths: The applicant provides a strong management plan (pg. 44-47). Each key personnel are highly qualified through educational experience, educational background, and demonstrates cultural competence which is key to the proposed project. The applicant also includes job descriptions for position in which they will hire (pg. e16). The job descriptions are very detailed and relate to the key job responsibilities and qualifications.

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 applicant cites several strong plans to demonstrate the adequacy of resources such as leveraging past local, state, and federal funds and experience managing the various funds (pg. 48).
Strengths:
i. The applicant cites several strong plans to demonstrate the adequacy of resources such as leveraging past local, state, and federal funds and experience managing the various funds (pg. 48).
ii. The applicant provides a comprehensive plan to leverage local professionals that will highly likely improve the learning outcomes of the targeted population, e.g., ongoing professional development, mentoring and coaching, structured classroom observations, sustainable educator development, and networking opportunities (pg. 49).
iii. The applicant cites the success of the project in which the evaluation will provide an important tool to demonstrate the impact and ongoing investment in the efforts to share with key decision makers of the budget (pg. 50).

 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.The applicant details a program that focuses on a human capital management system, performance-based compensation system, and career advancement opportunities.

Strengths:
The applicant addresses Competitive Preference Priority 1 through a program that focuses on a human capital management system, performance-based compensation system, and career advancement opportunities (pg. 2).

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. The project serves high-need schools and promotes inclusive learning environment and bias-free practices (pg. 3). For example, the eight school districts in Central Florida is a high-need LEA which over 95% low-income and a diverse student population, 80% non-white with over 16 languages spoken and 50% who identify as Hispanic

   Strengths:
   The applicant addresses Competitive Preference Priority 2 through citing data that the school is a high-need school and promotes inclusive learning environment and bias-free practices (pg. 3). For example, the eight school districts in Central Florida is a high-need LEA which over 95% low-income and a diverse student population, 80% non-white with over 16 languages spoken and 50% who identify as Hispanic (pg. 4).

   Weaknesses:

   Weaknesses:
   No weakness noted.

Reader's Score: **5**

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

Technical Review Coversheet

Applicant: United Cerebral Palsy of Central Florida (S374A230048)
Reader #3:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	20	17
Quality of Project Design		
1. Project Design	25	22
Quality of the Management Plan		
1. Management Plan	25	25
Adequacy of Resources		
1. Resources	30	27
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

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

Applicant: United Cerebral Palsy of Central Florida (S374A230048)

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 application demonstrates a clear need for the project. The following factors were considered:
   Strengths: UCP of Central Florida will address the following with this project:
   i)
   •   Shortage of teachers specifically in special education to serve the high percentage of SWD at UCP Charter Schools.
   •   High turnover of teachers and a high percentage of teachers who are novice teachers to UCP Charter Schools.
   •   Lack of alignment of teacher diversity with the students they teach.
   •   Inexperienced principal leaders and lack of a "bench" of aspiring leaders.
   •   Inconsistent onboarding, evaluation, and ongoing professional learning of teachers and leaders. pgs. e6-7.
   ii) UCP of Central Florida has been impacted by the recent State of Florida investment in starting salaries which has helped significantly in addressing the compensation issue of recruiting new teachers. Pg e10.
   iii) The UCP Charter Schools was awarded a CLSD subgrant by the Florida education department. The two-year grant will work in partnership with Project ELEVATE (supported in this proposed project to train instructional staff and speech-language therapists to support students with the latest research and best practices to foster, reading, writing, and comprehensive skills. Project ELEVATE hopes to provide stipends for staff to attend professional development. pg. e27.
   iv) The target population of this proposal will be the teachers (particularly novice teachers), aspiring leaders, and principals/assistant principals with the goal of improving student learning pg. e27
   Project ELEVATE. as part of UCP of Florida's project, will support instructional staff and speech pathologists to improve reading, writing, and comprehensive skills to increase student achievement in their school programs. Reducing the high turnover of teachers by addressing compensation will provide fewer gaps in retention.

   Weaknesses:

   Weaknesses:
    However, the proposal mentions a collaborative partnership with families and the utilizing various assistive technology to

ensure every child has a voice while keeping top of mind to accommodate and celebrate the gifts of every individual student pg. e8. Ensuring additional training on assistive technology devices for the school programs to foster reading, writing, and comprehensive skills would strengthen the proposal.

Reader's Score: 17

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 quality of the design of the proposed project demonstrates a descriptive rationale with a review of relevant literature and several methodological tools to ensure the acknowledged achievement of project objects.
One of the innovative elements is the implementation of the UCP Key program – using a gamification strategy. More commonly used in the private sector, it has been shown to enhance employment development, engagement, and retention by creating interactive and gratifying experiences (Murawski (2021) pg. e31.

Strengths: The following factors will be considered with the quality design of this project:
i)   Project ELEVATE will develop strategies to address gaps in achieving the ultimate goal – improving student achievement. pg. e29
ii)   Research has shown educational incentives can be effective tools for promoting the retention and reducing attrition of teachers in high-need areas
(Chotfelter et al, 2008) pg. e30 The UCP incentive systems include stipends for teachers teaching in highest-of-need classes, Master Teachers, Mentor Teachers, Model Classrooms, Teacher in Resident Differential, and other forms including release time for staff to attend professional development. pgs. e30-31.
iii)   UCP of Central Florida will work with a group of teachers and other stakeholders to refine and enhance the incentive program. pg. e30. UCP has an assessment plan entitled The UCP Charter School Teacher and Principal Evaluation Systems are based on the Danielson Model to assess teacher, instructional support personnel, school leader, and district leader effectiveness across four performance domains linked to student growth measures. pg. e41.

Weaknesses:

Since the UCP Key Program was initially designed for the private sector, it has been shown to be more appealing to young educators. pg. e31. Some staff may not find participation in certain professional activities engaging for incentives provided.

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:

   Overview: UCP of Central Florida has additional extensive successful experience in managing large-scale projects and coordinating efforts across funding streams and across departments, ensuring that timelines are met, milestones accomplished, and
   deliverables are on time and within budget. pg. e44. Several experiences with federal grant programs are highlighted. pg. e44 Describing key personnel is also included in the management plan, these leadership positions should bring a lot of expertise to the table. pgs. e 45-47

   Strengths: UCP of Central Florida recently completed a statewide Department of Education Instructional Best Practices Dissemination Grant assisting other charter schools in more effectively serving students with disabilities. pg. e44 The project ELEVATE team includes a range of diversity by gender, age, background, culture, race, and experience in the areas of disabilities, professional learning, curriculum, assessment, and human resource management. pgs. e44-45.

   Weaknesses:

   no weaknesses

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 applicant describes through a strategic alignment of resources, including UCP ELEVATE, UCP will increase learning gains for some of the most marginalized students changing the trajectory of their future to create a life without limits. pg. e 48

   Strengths:
   i)   Some of the following factors are included in this proposal:
   •   Clarity of communication at all access points for external and internal candidates about entry, career ladder, and

career lattice requirements by UCP of
Central Florida.
•   Expand teacher leadership preparation opportunities.
•   Review and realign current compensation models for teacher leadership positions
•   Implement a more robust system for connecting educators with personalized
targeted, relevant, and rigorous professional learning opportunities as a result of data emerging from observations and
evaluations. pgs. e48-49.
ii)   Building Local Capacity – Some of the strategies inc
•   Ongoing Professional Learning
•   Mentoring and Coaching
•   Structured Classroom Observations pgs. e48-49
iii)   Sustainability will include the following factors:
•   Access to the agency financial team
•   Agency has experience with implementing Federal and State grants.
•   Agency supports and augments the UCP Charter School budgets through support from private foundations,
corporate giving programs, etc.
•   The improved skills and staff developed and recruited through Project ELEVATE. pgs. e50-51.

Weaknesses:

Additional networking opportunities could be strengthened in this section of the adequacy of resources.

Reader's Score: 27

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: UCP Charter Schools of Florida describes unlocking the potential of all students it serves by attracting, developing, deploying, motivating, and retaining all staff who have the competencies needed with policies and practices to work together. pg. e2

Strengths: The applicant demonstrates that this project proposal will allow UCP Charter Schools to further develop and enhance our HCMS/PBCS to continue to raise student academic achievement for both a unique group of students (students with disabilities who are also low income by closing the achievement gap between high and low performing students to address Absolute Priority. pg. e2

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: UCP of Central Florida embraces diversity in the workforce and retains fully certified experienced educators with dual certification in exceptional education. pg. e6.

   Strengths: The proposal as described by the applicant will use programs such Pathway to Teacher Program, Future Teacher Academy and Summer Learning Institute projects to target underrepresented backgrounds and promote professional development of novice and experienced educators. pg. e6.

   Weaknesses:

   no weaknesses

Reader's Score: 5

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