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

Technical Review Coversheet

Applicant: Midlands Community Development Corporation (S374A210045)
Reader #2:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	25
Quality of Project Design		
1. Project Design	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Resources	25	23
Sub Total	100	98
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	108

Technical Review Form

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

Applicant: Midlands Community Development Corporation (S374A210045)

Questions

Selection Criteria - Need for Project

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

   General:

   The applicant proposes a robust project design focused on aligning, expanding, and improving the current Human Capital Management Systems (HCMS) and Performance-Based Compensation System (PBCS) for 877 teachers across two districts in 28 high-poverty, low-income schools with an average 81% of students eligible for Free and reduced lunch status across 2 school districts.

   Strengths:

   The specific gaps and weaknesses in teacher effectiveness and student outcomes are sufficiently described. For example, the applicant states that of the 877 certified teachers in the two rural districts, 408 or 47% are inexperienced teachers on emergency credentials, and that in the most recent year only 74% of teachers were rated as proficient (pg. e22-23). The challenges associated with student achievement are sufficiently described to include only 36.9% of the 13,014 students are identified as proficient in reading, 30.3% in math, and 30.4% in science.

   The proposed project design is appropriate and part of a comprehensive plan to improve student outcomes as evidenced by the proposed project activities and initiatives to include implementing Learning Pathways that will provide real-world learning opportunities for students aligned to career and college readiness. This will sufficiently provide support to the rural school districts, as the applicant states that "sophisticated or technologically advanced platforms or protocols (Human Capital Resource Management Systems)" are not available for teachers and school leaders to conduct observations of exceptional classroom practice. There does not appear to be options for collaboration or feedback that is aligned with the qualitative and quantitative data, further documenting the need (pg. e27-28).

   Weaknesses:
   No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of Project Design

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

   General:

   The applicant demonstrates a rationale for increasing teacher and school leader effectiveness and has identified the strategies for increasing student achievement aligned with increased teacher effectiveness. The applicant proposes a technologically advanced, competency-based Human Capital Management System (HCMS) that is designed to create horizontal and vertical organizational coherence that will lead to sustainability and change. The proposed Theory of Change and Logic Model provides evidence of a high-quality plan of operation.

   Strengths:

   The project designs Theory of Change is grounded in literature (e.g., Schmidt, R., Young, V., Cassidy, L., Wang, H., & Laguarda, K. (2017). Impact of the New Teacher Center's New Teacher Induction model on teachers and students. Menlo Park, CA: SRI International), that supports the model of teacher participation in induction support and new teacher mentoring / coaching increases student achievement in ELA / Reading and Math.

   The methodological tools that will be used to address the needs are detailed and include annual effectiveness ratings multiple factors related to student achievement and non-achievement (e.g., observations, surveys, and school commitment) pg. e17-22.

   The plan for ensuring schools with the greatest need are supported to include a Planning Task Force that will identify schools by priority level. For example, schools in Priority 1 will be served to the maximum extent possible; Priority Level 2 schools will receive moderate supports to the extent possible based on the capacity of services, and Priority Level 3 schools will benefit from professional development and career ladder opportunities to the extent there is capacity. (pg. e37-38).

   Weaknesses:

   No weaknesses noted

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

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

   General:

   The applicant provides for a high-quality management plan that will provide the needed staffing and services to implement the project with fidelity. The management plan appropriately outlines the objectives, timelines, milestones, and responsible staffing to include alignment of the project activities to the various milestones for each quarter of the year provides a clear focus for meeting the stated objectives.

Strengths:

The overall management plan provides a clear roadmap for implementation. For example, in Year 1, the focus will be on hiring staff and initiating growth plans. A detailed timeline that supports the project goals are sufficiently described (pg. e66-67).

Weaknesses:

No weaknesses were noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. **The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:**
   (i)   The likelihood that the proposed project will result in system change or improvement.
   (ii)   The extent to which the proposed project is likely to build local capacity to provide, improve, or expand serves that address the needs of the target population.
   (iii)   The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.

   General:

   The proposed project design provides sufficient evidence of a high-quality plan that has strong potential to result in system change. For example, the project will focus on short and long-term Systemic Improvements (e.g., partners will identify strengths and weaknesses in current efforts and
   prioritize improvement strategies). Pg.e67-68

   Strength:
   The overall project design demonstrates a robust and comprehensive program that has strong potential to increase the quality of teaching and learning in high-needs schools, increase equitable access to education, and at the same time work to raise the student achievement levels. The long-term outcomes include improved HCMS systems that will focus on increasing equity in human capital management in targeted school districts (pg. e 69).

   Weaknesses:
   The applicant does not provide sufficient details on how they will sustain the project outside of a statement that they will pursue sustainable practices that will ensure initiatives meet the future
   needs of schools, educators, and students (pg. e73).

Reader's Score: 23

Priority Questions

CPP1 - CPP1

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

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

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

General:

Strengths:
The applicant addresses the competitive preference priority outlining a robust plan for increasing the effectiveness of all educators as a strategy for reducing the variations of effectiveness across and within the schools. One of the strategies is to design micro-credentials, pathways to advanced graduate training, virtual network improvement communities, and protocols in improvement science that are evidence-based and designed to significantly improve educator effectiveness and efficacy (pg. e18, 49).

Weaknesses:
No weaknesses were noted.

Reader's Score: 5

CPP2 - CPP2

1. Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or more of the following options:
   a)   Educator candidate support and preparation strategies and practices focused on underrepresented teacher candidates, and which may include "grow your own programs," which typically recruit middle or high school students, paraprofessionals, or other school staff and provide them with clear pathways and intensive support to enter the teaching profession.
   b)   Professional growth and leadership opportunities for diverse educators, including opportunities to influence school, district, or State policies and practices in order to improve educator diversity.
   c)   High-quality professional development on addressing bias in instructional practice and fostering an inclusive, equitable, and supportive workplace and school climate for educators.
   d)   Data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator and school leader diversity.

General:

Strengths:
The applicant addresses the Competitive Preference Priority and documents a comprehensive plan to support increasing

educator diversity. For example, the applicant will partner with The Center for Educator Preparation and Innovation on the campus of Voorhees College, a Historically Black College or University (HBCU), to identify potential candidates to serve as teachers and school leaders that mirror the targeted population (pg. e18).

To ensure equity as it relates to gender, the applicant proposes to partner with the "Call Me Mister" program at Claflin University (another HBCU), a nationally renowned teacher preparation program that provides a decade of research as it relates to the impact of Black men serving as teachers in high needs schools. The identified program recruits, trains, and places Black men as teachers in classrooms.

Weaknesses:

No weaknesses were noted.

Reader's Score: 5

Status: Submitted
Last Updated: 09/03/2021 05:36 PM

Technical Review Coversheet

Applicant: Midlands Community Development Corporation (S374A210045)
Reader #1: **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	25
Quality of Project Design		
1. Project Design	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Resources	25	23
Sub Total	100	98
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	108

Technical Review Form

Panel #4 - TSL - 4: 84.374A

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

Applicant: Midlands Community Development Corporation (S374A210045)

Questions

Selection Criteria - Need for Project

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

   General:

   The applicant has provided clear information regarding the need for the project. The application identifies gaps and weaknesses and the district's plan will utilize existing funding streams to improve teaching and learning as well as supporting rigorous academic standards. The applicant will utilize Virtual Instructional Coaches who will ensure that efforts will successfully address the needs of the target population.

   Strengths:

   Data provided clearly describes gaps, weaknesses, and relevant issues that include that the districts' lack of sufficient capacity to objectively evaluate educator effectiveness across all schools will be addressed through curriculum design and ongoing virtual coaching for teachers in their first three years of service. (e53) The applicants' plan for professional development will grow teacher competence and move all teachers from "developing" to "effective" and "highly effective," raising student achievement as well as supporting rigorous academic standards. The applicant will build upon previously related efforts such as LIFE2 that will provide the resources needed to expand upon existing student-centric improvement efforts and help two, rural 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. (e66) The applicant's plan to utilize Virtual Instructional Coaches will provide blended coaching to improve teacher efficacy; design competency-based micro-credentials that increase efficacy, drive recruitment, selection, training, and retention of new candidates through its alternative teacher certification process effectively meet the needs of teachers. New candidates will serve in high priority schools within the two districts; provide professional development for both teachers and school leaders that will provide new pathways to certification in areas of teacher shortages by providing individualized support and collaboratively designing and implementing differentiated professional development that will address specific instructional gaps among teachers. (e53-54)

   Weaknesses:

   None noted.

Reader's Score: 25

Selection Criteria - Quality of Project Design

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

    General:

    The applicant presents a well-developed plan to improve academic achievement among at-risk students. A theory of change is that horizontal and vertical organizational alignment is evident and supported by a literature review of best practices. Progress toward achieving intended outcomes will occur through providing performance feedback and periodic assessment of progress.

    Strengths:

    The logic model and design structure clearly demonstrate a rationale by include strategies and components that are based on research that notes theory of change is that horizontal and vertical organizational alignment leads to sustainable system change which leads to significant and sustainable improvement in student achievement. (e17) The applicant's plan to create a Performance-Based Compensation System (PBCS) to recruit and incentivize teachers and principals to meet the urgent learning needs of students in high priority schools is empirically sound and aligns with district-wide goals and is based upon a high-quality review of the relevant literature. Developing and monitoring assessment data will be sufficient to evaluate the fidelity and success of implementation and will include feedback mechanisms to facilitate improvement and sustainability of effective strategies. (e176) LIFE2 consortium partners will implement a Dissemination Plan that will allow opportunities to share products, lessons learned, best practices, implementation guides, outcomes, research, and effective strategies and to serve as means to gather ongoing feedback to allow for continuous improvement. (e70)

    Weaknesses:

    None noted.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

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

    General:

    The applicant has established a strong grant management plan that will focus efforts on progress monitoring and oversight of coordination of services, timely implementation, budget oversight and provides efficient evidence of how they propose to complete project activities on time and within budget.

Strengths:

An inclusive management team will effectively provide project planning and oversight which consists of district-level administrators who are highly accomplished with years of relevant professional experience. (e43) The Planning Task Force will transition into the LIFE2 Advisory Board and Project Director will maintain program files to document implementation, evaluation, and fiscal milestones, from award to completion will support effective program administration and implementation as well as budget oversight. (e63) The proposal to hire a Project Director and Initiate LIFE2 (PD) are appropriate to the project and will occur within the first quarter which demonstrates that key tasks will be conducted on time. (e66)

Weaknesses:

None noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. **The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:**
   (i)   The likelihood that the proposed project will result in system change or improvement.
   (ii)   The extent to which the proposed project is likely to build local capacity to provide, improve, or expand serves that address the needs of the target population.
   (iii)   The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.

   General:

   The narrative includes plans to improve services that will leverage growth, systemic change as well as continuously build capacity. The broad support from stakeholders has been noted and will facilitate sustainability beyond the length of the grant. The applicant has provided a multi-year financial and operating model.

   Strengths:

   Through their diversity efforts, the applicant will build a more equitable school system where Midlands Community Development Corporation will leverage diverse district and partner resources to implement a Teacher and School Leader grant project that promises lasting, positive results for Midlands communities that will extend beyond the grant period. This will impact the district's students and educators for years to come to Voorhees College, Orangeburg County School District, and Calhoun County School District have pledged more than is needed to meet the required 50% non-federal match. Matching resources will expand the impact of federal TSL funds. Among diverse match contributions, district resources will fund a core team of Coaches at each school to elevate instructional quality and support expanded Instructional Coaching efforts. (e68) The proposed project's plan for professional development will leverage growth among instructors that will result in ongoing system changes by building capacity that will extend beyond the period of Federal financial assistance. (e62) The applicant has described partnerships that will clearly provide ongoing delivery of services through in-kind donations from partner LEA $4,292,894.00 for 3 years. (e487) The narrative includes an ongoing plan that includes a multi-year financial and operating model for 5 years. For example, LIFE2 Year 1 (2021-22) – Conduct review of HCMS / Educator Quality Supports; Launch Tier 1 program elements; Launch Tier 2 program elements; initiate an ongoing evaluation of LIFE2; Convene Advisory Board and Advisory Board sub-committees: Sustainability Committee, Budget Committee, and Equity Committee. (e72)

Weaknesses:

It is not clear how the sustainable practices will be implemented and maintained after the grant period. (e68-71)

Reader's Score: 23

Priority Questions

CPP1 - CPP1

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

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

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

   General:

   Strengths:

   The applicant has provided strategies that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators. The applicant proposes to design professional learning opportunities that close the professional expertise gap of educators. The goal is to empower educators with the tools and expertise to close persistent and stubborn achievement gaps that students experience in high-priority schools. The applicant proposes to diversify the teaching profession because representation matters. The applicant proposes to create an intentional pipeline to attract, recruit, hire and retain a diverse teaching force. (e16)

   Weaknesses:

   None noted.

Reader's Score: 5

CPP2 - CPP2

1. **Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or more of the following options:**
   a) **Educator candidate support and preparation strategies and practices focused on underrepresented teacher candidates, and which may include "grow your own programs," which typically recruit middle or high school students, paraprofessionals, or other school staff and provide them with clear pathways and intensive support to enter the teaching profession.**
   b) **Professional growth and leadership opportunities for diverse educators, including opportunities to influence school, district, or State policies and practices in order to improve educator diversity.**
   c) **High-quality professional development on addressing bias in instructional practice and fostering an inclusive, equitable, and supportive workplace and school climate for educators.**
   d) **Data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator and school leader diversity.**

General:

Strengths:

The applicant supports strategies and practices that are focused on underrepresented teacher candidates to provide them with clear pathways and intensive support to enter the teaching profession.

The Center for Educator Preparation and Innovation on the campus of Voorhees College, a Historically Black College or University (HBCU), IOC, and the participating districts will develop collective recruitment, hiring, and retention strategy to attract a diverse candidate pool of teachers and school leaders to serve in rural high priority schools. The Center will partner with the "Call Me Mister" program at Claflin University (another HBCU). "Call Me Mister" is a nationally renowned teacher preparation program that has more than a decade of research in exploring the impact that Black men have had in serving as teachers in high-needs schools. The program is designed to recruit, train and place Black men as teachers in classrooms. (e18)

Weaknesses:

None noted.

Reader's Score: 5

Status: Submitted
Last Updated: 09/03/2021 03:55 PM

Technical Review Coversheet

Applicant: Midlands Community Development Corporation (S374A210045)
Reader #3: **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	25
Quality of Project Design		
1. Project Design	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Resources	25	23
Sub Total	100	98
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	108

Technical Review Form

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

Applicant: Midlands Community Development Corporation (S374A210045)

Questions

Selection Criteria - Need for Project

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

   General:

   Overview

   The application demonstrates a clear need for the project. The application links programs/strategies, grant activities, and the identified gaps and thoroughly describes how it will integrate with and build on similar or efforts within the districts included in the consortium. Across multiple examples, the application demonstrates how it is part of a comprehensive effort aimed at improving teaching and learning and describes its plan for implementing robust strategies aimed at successfully meeting the needs of the target population.

   Strengths
   The proposed plan will implement a Task Force to identify multiple barriers / needs that impede the success of South Carolina students and diminish district efforts to promote ongoing improvement of education, including Educator Needs; Student Needs; COVID Reentry Needs; and Gaps and Weaknesses resulting in improvements of education and professional development. (e.22)

   The project will provide Educators across all LIFE2 district schools – teachers and school leaders – lack access to professional learning and educator quality supports that reflect professional growth needs. (e.22)

   High-need schools are unable to engage in programs that elevate educator expertise and increase educator capacity to integrate proven instructional strategies that raise student achievement in classroom learning. (e.22)

   The applicant has a comprehensive plan to build upon previous efforts and highlighted the Life2 efforts will address student's needs, provide virtual coaching, instructional coaching, and personal growth plans to enhance professional development and improve upon teaching and learning. (e.22)

   The applicant provides comprehensive effort to improve teaching and learning with a student-centric efforts to support continuous improvements through various initiatives such as Learning Pathways, School Climate, Social and Emotional Learning and Mental Health, that will help to support the districts and elevate educator effectiveness.
   Weaknesses

No weakness noted

Reader's Score: 25

Selection Criteria - Quality of Project Design

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

   General:

   Overview
   The project design adequately addresses elements of the selection criterion and provides specific details for the project design also providing a clear rational that includes a detailed logic model that aligns project activities with the intended outcomes rooted in current and relevant literature. The applicant provides detailed methodological tools and methods of evaluation that will ensure successful achievements of projects objectives.

   Strengths:

   The implementation of LIFE2 will districts meet and exceed goals to improve student achievement by increasing access to effective educators in high-need schools. (e.31)

   The proposed project's conceptual framework is well-conceived and is likely to lead to sound project implementation due to the strong alignment between the proposed project activities and outcomes outlined in the logic model provided. (e.34)

   The proposed Performance based compensation system aligns with district goals and will enhance
   The detailed project plan provided in the applicant's proposal will lead to a more organized project implementation allowing for the appropriate monitoring and oversite of the proposed project. (e.30-39)

   The applicant provides a comprehensive review of relevant literature that was appropriate and current. Literature provided is extensive and providence supporting evidence for the proposed LIFE2 Program that will ensure successful achievement of the project objectives. (e. 32-35)

   Weaknesses:

   No weakness Noted

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

1. **The Secretary considers the quality of the management plan for the proposed project.**
   In determining the quality of the management plan for the proposed project, the Secretary

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

General:

Overview
The management plan described by the applicant is adequate to achieve the objectives of the proposed project. There is a clear timeline. Defines clear roles for key personnel and includes sufficient staff time allotted to the project in order to achieve project objectives on time and within budget

Strengths:

The projects timeline is detailed and provides a clear roadmap for project implementation by aligning key milestones and benchmarks for year 1-3 and highlights specific timelines for specific deliverables for all data reports, surveys, performance measures and key partners and stakeholders that promote achievement of the proposed objectives. (e.60-62)

The applicant provides comprehensive grant management strategies that promote continuous improvement of the project and will facilitate effective implementation of the proposed LIFE2 program during within the first 3 years. (e.62)

The proposed plan will utilize multiple evaluation tools to monitor implementation and align progress to the LIFE2 Logic model to enhance overall operations. (e.62)

The proposed plan will include the collaboration of the PD and Advisory Boards collaboration to identify complementary district/partner programming and funds that will expand the reach of LIFE2 and sustain systemic changes initiated during the grant years. (e.63)

A comprehensive list of key personnel, learning teams and boards assigned to the project is identified that includes detailed qualifications and duties assigned. Key personnel stem from multiple departments within the districts which continues to suggest opportunity for systemic impact on the organization's overall operations. (e.64-66)
Weaknesses:
No weakness noted

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. **The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:**
   (i)   The likelihood that the proposed project will result in system change or improvement.
   (ii)   The extent to which the proposed project is likely to build local capacity to provide, improve, or expand serves that address the needs of the target population.
   (iii)   The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.

General:

Overview

The applicant documents an extensive history of adequate resources comprised of past successes with federal grants and other funding, collaborations with community partners and stakeholder support. The applicant demonstrates that it can maintain the highest levels of success for its target population.

Strengths:

The applicant provides detailed partner commitment that link efforts within districts and schools to achieve the goal and objectives of the project. (e.72)

The applicant describes a mutli-year financial of operation and timeline that includes Tier 1-3 that will be critical to the success of the first 3 years of the project implementation. (e.71)

The provides adequate matching resources from Voorhees College, Orangeburg School District, and Calhun School District that exceeds the 50% requirement of non-federal match need that will expand the impact of the federal funds and enhance sustainability efforts beyond the length of the grant. (e.71)

The LIFE2 project will provide resources to improve the HCMS and strengthen educators support while building districts, school, and educator capacity to meet the needs of students enrolled in the 28 high-need schools, building on local capacity to provide, improve and expand services for the target population. (e.69)

The applicant provides extensive details of stakeholder support during year 3 to generate districtwide results to compare feedback across groups, to help inform the sustainability planning for the continuation of the grant beyond the 3 years. (e.73)

Weaknesses:
While the applicant references pursuing sustainable practices, they do not elaborate fully on how the sustainable practices will be implemented and maintained after the grant period (e68-71)

Reader's Score: 23

Priority Questions

CPP1 - CPP1

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

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

   a)   Adopting, implementing, or expanding efforts to recruit, select, prepare, support, and develop talented individuals--to serve as mentors, instructional coaches, principals, or School Leaders in High-Need Schools who have the knowledge and skills to significantly improve instruction.
   b)   Implementing practices or strategies that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators.

c)   Increasing the number of teachers with State or national advanced educator certification or certification in a teacher shortage area, as determined by the Secretary, such as special education or bilingual education.

d)   Providing high-quality professional development opportunities to all educators in High-Need Schools on meeting the needs of diverse learners, including students with disabilities and English learners.

General:

Strengths:

MCDC partner with The Center at Voorhees College and 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. (e.18)

Weaknesses:
No weaknesses noted

Reader's Score: 5

CPP2 - CPP2

1. **Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or more of the following options:**

   a)   Educator candidate support and preparation strategies and practices focused on underrepresented teacher candidates, and which may include "grow your own programs," which typically recruit middle or high school students, paraprofessionals, or other school staff and provide them with clear pathways and intensive support to enter the teaching profession.

   b)   Professional growth and leadership opportunities for diverse educators, including opportunities to influence school, district, or State policies and practices in order to improve educator diversity.

   c)   High-quality professional development on addressing bias in instructional practice and fostering an inclusive, equitable, and supportive workplace and school climate for educators.

   d)   Data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator and school leader diversity.

General:

Strengths:

The Center for Educator Preparation and Innovation on the campus of Voorhees College, a Historically Black College or University (HBCU), IOC and the participating districts 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, draws on the need for diversity and teacher pipeline and the need for assistance.

Weaknesses:
No weaknesses noted

Reader's Score: 5

Status: Submitted

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