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

Technical Review Coversheet

Applicant: Pitt County Schools (S374A210025)
Reader #3:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	22
Quality of Project Design		
1. Project Design	30	30
Quality of the Management Plan		
1. Management Plan	20	16
Adequacy of Resources		
1. Resources	25	25
Sub Total	100	93
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	3
Sub Total	5	3
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	101

Technical Review Form

Panel #3 - TSL - 3: 84.374A

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

Applicant: Pitt County Schools (S374A210025)

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 narrative sufficiently provides information that supports the need for a project (pages e18-e30) that will expand on building the capacity of building leaders. The applicant will expand existing efforts to include principals and assistant principals in his human capital management system and in its compensation system. By doing so, the applicant expects to address differences in high need schools and non-high need schools.

   Strengths

   The narrative extensively describes how the district will implement its program by building upon existing efforts to support the high-need schools as described by data showing significant weaknesses (page e18-e30). Several of the high need schools are community eligible provision schools and serve all students breakfast and lunch at no cost. Seven of the high-need schools were classified as Low Performing in 2018-19 and only two high-need schools received a grade above C according to the state classification system. Because of this, the applicant identifies the need to increase the capacity of teachers and administrators who serve high-need schools. Therefore, the project is effective in targeting high-need schools. The applicant will encourage administrators from these schools to participate in its expanded professional development and compensation program.

   Weaknesses

   Unclear in the narrative is an extensive description of how the activities will meet the needs of the students at the schools. The applicant does not describe in a proficient way how increasing the skills of building administration will have a direct impact on student performance (page e30).

Reader's Score: 22

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 narrative provides program that using supporting research studies that justify the activities in the project. Specifically, the applicant uses results from a grant funded program that supports performance-based compensation as a means of building teacher capacity and increasing the teacher workforce for high-need schools (pages e37-e28). All activities support the rationale and the narrative provides a method for evaluating project activities.

    Strengths:

    The applicant's narrative clearly addresses requirements within the project design (pages e30-e53). The rationale is clearly depicted in the logic model. The logic model depicts inputs such as mentoring for beginning teachers. Goals are presented for short term and long-term outcomes. Short term goals include adding quality teachers to the educator pipeline by increasing student achievement (pages e69- e70). The inputs and activities are clearly aligned to project outcomes. The applicant provides a number of research cases that underscore its comprehensive efforts. For example, research is provided to support the "grow your own" model incorporated into the project. Research is provided to support mentoring pathways. Consequently, the applicant has several citations that justify its program design. The applicant provides high methods of providing performance feedback. Specifically, the applicant will gather feedback from teachers and coaches to have multiple loops to inform the project. The continuous improvement methodology provides an opportunity to make changes as program activities are being evaluated. In all, methods represent high quality activities to support the project.

    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:

    Overview

    The management plan describes the structure for the project. Included in the narrative are personnel designated for activities and all are high level positions reporting to district leadership. (pages e53-e56). Some details are lacking. Specifically, the lack of clear timelines makes the narrative less compelling.

Strengths:

The narrative for the management plan identifies individuals responsible for activities (pages e53-e56). Specifically, the project is headed by high level district leadership. The project will have three co-directors who will, along with their existing functions, serve as the primary liaison with USED for purposes of communication and reporting. Qualifications are described for each position and are sufficient for management. The administrators will also conduct monthly meetings with team leadership. This structure that includes these highly qualified positions will provide a suitable method of management.

Weaknesses:

Absent from the narrative is a timeline with milestones and responsibilities (pages e53-e56; pages e71-e73). While job descriptions provide narrative describing tasks, a timeline does not indicate when key tasks are to be completed. This information would make the narrative compelling to address this indicator.

Reader's Score: 16

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 comprehensive narrative describes how the activities will result in change, building capacity and extend beyond the period of grant funding. As the applicant is building on existing activities such as its existing professional development plan and the programs developed by previous grants.

   Strengths:

   The narrative is sufficient for addressing this indicator (pages e56-e61) demonstrating evidence for creating system change, building capacity and commitment of partnerships. Specifically, the applicant used its current structure to implement both grant funds and foundation support funds to build capacity and sustainability as activities will continue to be performed within existing offices. The applicant demonstrates that it will continue with ongoing successes from its professional development and human capital building framework. Past efforts have resulted in increases of teacher retention and the applicant will expand these efforts Activities will be sustained through capacity building and will lead to long term retention of teachers by providing opportunities for long-term professional growth. By training existing personnel, new personnel will receive training. The applicant identifies partners such as businesses and postsecondary institutions who will help sustain activities as they will train the trainers to continue efforts. Additionally, the budget narrative is clearly outlined to cover project costs. Collectively, these activities substantially support the adequacy of resources provided by the applicant to support grant activities.

Weaknesses:

None noted.

Reader's Score: 25

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 narrative sufficiently supports this competitive preference priority by increasing the numbers of teachers with the ability to access expanded professional development. Teachers and leaders in high-need schools will have the opportunity for expanded professional development and incentives through this project. The equity council will ensure that high-quality professional is provided to professionals from high-need schools (page e61). The applicant aligns its activities with state policies and programs for teacher recruitment and leadership development but specifically uses a statewide model for measure student growth to align with teacher performance. The performance-based measurements system will be used for teachers, teacher assistants and administrators to provide bonuses and incentives.

   Weaknesses:

   No links are made for providing high-quality services for students with disabilities or other diverse learners. This information would substantially support the applicant's narrative for this competitive preference priority.

Reader's Score: 3

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 narrative sufficiently addresses this competitive preference priority (pages e103). The schools in the target area consist of schools that are challenged with high percentages of low-income students. For example, the applicant will use its teaching learning framework to increase the teacher capacity. These teachers have been shown to rate as "lesser than" compared to teachers at high-performing schools in the LEA. The teacher cadet program will provide a mechanism for the applicant to "grow its own" teaching workforce.

   Weaknesses:

   None noted.

Reader's Score: 5

Status: Submitted
Last Updated: 09/03/2021 01:12 PM

Technical Review Coversheet

Applicant: Pitt County Schools (S374A210025)
Reader #1: **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Need for Project			
1. Need		25	23
Quality of Project Design			
1. Project Design		30	30
Quality of the Management Plan			
1. Management Plan		20	15
Adequacy of Resources			
1. Resources		25	21
	Sub Total	100	89
Priority Questions			
CPP1			
CPP1			
1. CPP1		5	3
	Sub Total	5	3
CPP2			
CPP2			
1. CPP2		5	5
	Sub Total	5	5
	Total	110	97

Technical Review Form

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

Applicant: Pitt County Schools (S374A210025)

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 applicant has provided relevant information regarding the need for the project. The application identifies service gaps and weaknesses. The applicant will suitably integrate with or build on similar or related efforts to improve Relevant Outcomes that includes building upon their current Performance Based Compensation System. The applicant provides a clear plan to use a mentorship model to meet the needs of the target population as well as consultants that will be utilized to improve instruction. However, the applicant has not clearly described how efforts will directly support rigorous academic standards.

   Supporting Statements:

   Strengths:
   Data provided regarding the target area clearly describes specific gaps and weaknesses in services and depicts issues that will be addressed such as low academic performance within High-Need schools as well as the lack of highly effective teachers within High-Need schools. For example, between 87-95% of teachers with the lowest North Carolina Educator Effectiveness System (NCEES)ratings are at school identified as High-Need. As such, data provides credible evidence regarding the need for well-prepared, experienced, effective educators (e 19-21). The applicant's R3 Phase II strategy will effectively improve student outcomes by building on the existing Teacher Incentive Fund (TIF) grant which includes a Performance-Based Compensation System for select educators that has proven to be successful in retaining effective teachers within their district. To broaden opportunities, the applicant will expand the program by including educators not originally eligible for advanced roles or performance incentives and will increase support for all educators which will in turn impact student performance (e 23-24). Professional Development alignment with proven methodologies such as the Standards of Professional Learning as well as utilizing professional learning consultants will improve teaching as well as increase overall efficacy by providing teachers with support and knowledge of professional learning standards, universal expectations, as well as a framework for professional learning which will lead to more effective teaching practices (e 28-29). Furthermore, providing Beginning Teacher and School Leader Mentors will successfully address the needs of the target population through monitoring and the development of individual plans for teachers which will facilitate continuous, targeted, and individualized support for teachers based on their identified needs which will increase teacher achievement

(e 31-32).

Weaknesses:
The applicant has not comprehensively described how their efforts will support rigorous standards for students. For example, they have not described how their program is clearly aligned with a rigorous instructional framework or standards which is needed to depict how their efforts will directly impact student learning (e 19-32).

Reader's Score: 23

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 applicant's design provides a clear rationale and is clearly linked to relevant literature, a high-quality review and plan for project implementation as well as describes how selected strategies and tools will support increased achievement among teachers. Methods of evaluation are suitable and will include assessing the progress toward achieving intended outcomes which will occur through the Evaluator who will facilitate performance feedback and periodic assessment of progress.

   Supporting Statements:

   Strengths:
   The logic model clearly includes a rationale and will successfully guide the design of the project by depicting evidence-based strategies and activities such as expanding support and performance-based initiatives for all personnel. The rationale is based on clear research that notes that providing support for multiple school-based roles such as teachers, teacher leaders, and the school executive team is key to improving instructional capacity resulting in improved student learning outcomes (e 30, 69). The applicant's review of relevant literature provides a clear justification for their design and includes a description of research regarding the efficacy of Professional Learning programs that are aligned to national professional learning standards. As such, implementing an instructional framework that aligns with the Standards of Professional Learning is likely to increase teacher and student achievement. Furthermore, a professional learning outside consultant will facilitate the achievement of objectives to support staff development by providing support in developing universal expectations, standards, procedures, and a framework for professional learning, all aligned to the Standards of Professional Learning (e 27). (Methodological tools such as instructional delivery expectations; identified learning objectives aligned to learning competencies; expectations for coaching and practice; a robust professional learning evaluation method; and an internal micro-credentialing system, will lead to effective teaching practices, supportive leadership, and improved student results. (29, 39-41). The Evaluator will clearly guide performance feedback and permit periodic assessment of progress by overseeing formative process evaluations and a final summative outcome evaluation that will be used to refine the project and help achieve project objectives (e 52).

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:

   Overview:

   The applicant has provided information that demonstrates that budget oversight will be available to accomplish project objectives. The applicant has provided a timeline that shows when tasks will be implemented however, the applicant has not provided a clear depiction of how and when milestones will occur which is needed to ensure that there is proper guidance with regards to the progress of the project. Moreover, personnel have not been assigned to specific tasks which are needed to ensure proper oversight of the program.

   Supporting Statements:

   Strengths:
   The applicant's management plan will facilitate the achievement of objectives by utilizing three Co-Directors who will be responsible for training staff, communication, and reporting (e 47). The Co Directors' qualifications, qualities, and characteristics are sufficient for their roles and includes the requirement to hold either a trainer or practitioner certifications in Cognitive Coaching, Becoming a Coaching Leader, the Leadership Circle Profile, and Polarity Management. This clearly demonstrates the expertise needed for administration and for properly coordinating the efforts of a training program (e 40).The PCS Finance Department will ensure the adequacy of the budget and financial resources by assuring that Generally Accepted Accounting Procedures (GAAPs) are followed as required by state and federal law. The applicant's timeline moderately supports project implementation by depicting when project tasks will occur. (e 71-73)

   Weaknesses:
   The applicant does not depict milestones that are needed to facilitate the incremental monitoring of program tasks as well as clearly delineate when checkpoints will occur. Also, within the timeline, personnel are not assigned to tasks which makes it difficult to ascertain how task implementation and oversight will occur. (e 71-73)

Reader's Score: 15

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 narrative includes activities that support systemic change and sustainability through capacity building. However, the applicant has not included a multi-year financial and operating model and accompanying plan or the demonstrated commitment of partners; and evidence of broad support from stakeholders to demonstrate plans for sustainability.

Supporting Statements:

Strengths:
Aligning professional learning, job expectations, and personnel evaluation to engage teachers will improve skills and abilities in the classroom by promoting continuous improvement and in turn will increase the capacity of school leaders, impact student achievement which will clearly result in system change (e58). Providing a comprehensive system of mentorship, training, and support will improve services and build local capacity through increasing the efficacy of teachers by monitoring and offering individualized, targeted services that will address needs and impact instructional quality and in turn the overall academic acumen of students (e 59). District-wide support and in-kind support are sufficient to operate the project effectively beyond the length of the grant and include a letter of assurance from the district regarding their commitment for sustainment which will ensure that the activities of the program do not cease (e59-61).

Weaknesses:
The applicant has not provided a multi-year financial and operating model and is needed to ensure that sustainability planning will be ongoing through the implementation of the project and thereafter (e59-61). The applicant has not provided evidence of broad support from stakeholders regarding a continuance of services beyond the life of the grant. This is needed to demonstrate that key stakeholders will continue to support project efforts after federal funding has ceased (e 59-61).

Reader's Score: 21

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:

Overview:

The applicant will clearly implement efforts to select, prepare, support, and develop talented individuals to serve as mentors in High-Need Schools who have the knowledge and skills to significantly improve instruction. However, the applicant has not described a recruitment plan which is needed to ensure that they will utilize equitable efforts among all schools.

Supporting Statements:

Strengths:

The applicant's mentorship program will clearly offer specialized training on how to lead and mentor peers and provide opportunities to prepare, support, and develop Mentors to provide individualized and targeted support for educators. Selection processes will clearly ensure that Mentors are well qualified as they must be rated at a "Proficient" level or higher on the NCEES evaluation rubric to be considered for the position. (e 32)

Weaknesses:

The applicant has not described a recruitment plan for the Mentor position which is needed to ensure that the recruitment process will be equitable and include broad outreach and advertisement within all schools within the district.

Reader's Score: 3

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:

rview:

a)   The applicant has provided a clear strategy focused on underrepresented teacher candidates, that includes a Grow-Your-Own Principal Program and provides clear pathways and intensive support to pursue a Master of School

Administration (MSA) degree.

Supporting Statements:

Strengths:
The Pirate Leadership Academy/Pitt County Schools Principal Fellows program provides a robust preparation strategy that clearly supports teacher leader candidates in becoming assistant principals by paying the cost of tuition, fees, and books to pursue their MSA as well as providing practical, hands-on experience by allowing them to serve as an assistant principal throughout the entirety of their graduate studies. (e 37)

Weaknesses:

None noted.

Reader's Score: 5

Status: Submitted
Last Updated: 09/02/2021 10:54 PM

Technical Review Coversheet

Applicant: Pitt County Schools (S374A210025)
Reader #2: **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Need for Project			
1. Need		25	22
Quality of Project Design			
1. Project Design		30	30
Quality of the Management Plan			
1. Management Plan		20	17
Adequacy of Resources			
1. Resources		25	22
	Sub Total	100	91
Priority Questions			
CPP1			
CPP1			
1. CPP1		5	5
	Sub Total	5	5
CPP2			
CPP2			
1. CPP2		5	5
	Sub Total	5	5
	Total	110	101

Technical Review Form

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

Applicant: Pitt County Schools (S374A210025)

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

   A clear need for the proposed project is sufficiently demonstrated through the identification of gaps and weaknesses. The application links activities and strategies to the identified gaps and thoroughly describes how it will integrate with and build on similar efforts within the districts, including the 2016 TIF grant. Specifically, through the 2021 Strategic Plan, the application demonstrates how it is part of a comprehensive effort aimed at improving teaching and learning that include strategies aimed at successfully meeting the needs of the target population.

   Strengths

   Specific gaps and needs are very clearly articulated and include less qualified teachers serving at the high-needs schools within the district and poorly rated administrators serving within those same schools. Because these gaps have been identified, the district can implement a plan that addresses developing the skills of the school leaders, who can then better support the teachers, who can ultimately influence student achievement in the neediest of schools. e18-21
   In 2016, Pitt County Schools was a recipient of a TIF grant, which enabled them to deploy aspects of the R3: Recruit, Retain, Reward Framework that focuses on three strands: differentiated career pathways for formal teacher leaders across the system, a leadership pipeline development program, and the opportunity for teachers to earn annual performance-based bonuses. "The TIF grant specifically enabled PCS to develop and successfully implement a robust plan to provide differentiated career pathways, which enabled and empowered teachers to remain in the classroom working with students while receiving differentiated pay for differentiated roles and responsibilities as well as annual one-time performance bonuses, " entitled R3 Phase 1. As a result, the annual attrition rate has continually decreased, and the retention rate of advanced teaching roles has risen to 92%. This proposal, entitled R3 Phase II: Cultivating Exponential Leaders and Highly Effective Systems, would help to expand the work of the original TIF grant to address leaders outside the classroom and create multiple layers of support for all educators in the district in order to improve relevant outcomes. e22-24
   The identification and development of the specific, measurable outcomes is incredibly thorough, as each of the five TSL objectives are then dissected further as each objective contains two to four subgoals. This will be very useful in both communicating objectives to personnel and, ultimately, in reaching the intended outcome of increased student achievement because these detailed objectives are so clearly defined. e26-28
   The proposal, R3 Phase II, is perfectly aligned with and supported by the district's strategic plan that was adopted in the

Spring of 2021. The strategic plan describes the profile of a learner and identifies four broad goals. This profile of a learner will be very useful in overall success, as it can be applied to students, teachers, and PCS leaders as part of a comprehensive effort to improve teaching and learning. e28-30, e87-91

The provided logic model is based on the guiding philosophy of Cultivating Exponential Leaders and Highly Effective Systems is that as the district "builds the capacity of mentors and school leaders to grow teachers, those teachers then improve their classroom practice. Improved classroom practice results in improved student learning, and improved student learning results in improved teacher efficacy and satisfaction." It is extremely thorough with clear deliverables (outputs) and intended measurable impact (outcomes), ensuring the design is appropriate to, and will successfully address, the needs of the target population or other identified needs. e30, e69

Weaknesses
The application did not adequately explain how PCS will support rigorous standards for students. It lacks any detail connecting or aligning student learning to improved educational standards. e19-32

Reader's Score: 22

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 proposed project's design successfully addresses all elements of the selection criterion Specifically, the project is designed around a consistent rationale and includes a detailed logic model that aligns project activities with intended outcomes and is rooted in an extensive amount of current and relevant literature. Methodological tools and methods of evaluation are both reliable and appropriate to ensure successful achievement of the intended objectives.

Strengths:
As previously stated, the logic model submitted shows clear deliverables (outputs)
and intended measurable impact (outcomes), however, it goes above and beyond by dividing the outputs component into detailed activities and participation sections. In addition, an Assumption/Guiding Lessons, as well as an External Factors Section, mentioning present-day issues like COVID-19's impact on students, have been included. The development of these additions, along with the extremely detailed short-, intermediate- and long-term outcomes, set PCS up for potential success, as several issues and roadblocks have already been accounted for to not interfere with student achievement. e69
Each of the five outlined objectives mentioned in the application, including the sub-goals of each, are all backed by a variety of incredibly thorough and current, cited research. Thus, the intended outcomes have a high likelihood of success as project design is informed by this robust and comprehensive research. e30-48
PCS has successfully demonstrated a clear rationale for the proposed project based on research demonstrating that teachers, teacher leaders, and the school executive team are vitally important to achieving the intended outcome. Because PCS, through its research, has identified these multiple school-based roles as essential; instructional capacity will ultimately
increase resulting in student learning. e30

PCS has been working closely with a highly qualified evaluator, hired in 2016, for both the TIF and NC Teacher Compensation Model grant programs, Given the individual's intimate knowledge of the district and current programs, PCS intends to extend their current contract to include program evaluation services for the TSL grant. As a result of having previously worked with the evaluator and the fact that the job description and duties have already been outlined in great detail to include monitoring whether the project is being implemented as originally designed and is providing services as intended with periodically organizing and providing feedback information to key personnel, school administrators, and the R3 management team. The formative and summative feedback should successfully refine the project, and help PCS pursue continuous improvement and achieve project objectives. e51-53

PCS has already developed plans to implement a Teacher Mentoring Pathway that will support beginning and career teachers in improving student learning by providing targeted, differentiated support as they seek to grow their instructional capacity. The proposal outlines how leaders will be chosen for each program using consistent and reliable tools implemented by the state. BT (Beginning Teachers) Mentors, School Lead Mentor (who will manage and lead the formal mentoring program at the school level), the NBPTS Mentor (who provides individualized and targeted support for educators seeking National Board Certification), Mentors for The Academy for Transformational School Leaders (a leadership academy for APs who intend to apply for the principalship within 18-24 months) will be eligible to serve in these leadership roles if they have been rated "Proficient" or higher on the NCEES evaluation and rated "Effective" in terms of the current position they have served in. By using the same two reliable tools provided by the state, PCS will ensure that every leader for the various programs will, in fact, be extremely effective in their role, which will increase educator and, in turn, student learning. e31-36

Weaknesses:
No weaknesses to note.

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 very likely to achieve the objectives of the proposed project within budget and on time thanks to the capstones and timelines provided for each component. Roles for key personnel are clearly defined, and detailed job descriptions and tasks have already been developed for each.

   Strengths:
   Pitt County Schools has been the prior recipient of multiple federal grants and currently manages a $16.2m TIF grant and a $4.2m State of North Carolina Teacher Compensation Model (TCM) grant. The district also annually receives numerous other grants from public, private, and governmental sources. The PCS Finance Department ensures, supports, and monitors the financial resources of the school system and individual schools, ensuring that Generally Accepted Accounting Procedures (GAAPs) are followed as required by state and federal law. The likelihood of managing the TSL grant is very high seeing as the district has already demonstrated the capacity and experience to oversee various proposed, large-scale projects, including several at one time. e53-54
   Several individuals are already employed by the district, and their positions will not be paid with grant funds. Accomplishing the goals identified in this proposal will require the employment of few additional staff members, in addition to the already identified DCI. While many other positions, specifically, the two Co-Directors of Equity, four existing Career Pathway Specialists, and the current DEEL Office Manager will be paid using non-grant funds. This demonstrates the district's commitment to the program both in the immediate future and ability to sustain the program post-grant. e55-6,

e107-110, e134-44

While the vast majority of grant funds in this proposal provide compensation and rewards to school executives, mentors, and increasing capacity of individuals in the district through training and development based on expanded job responsibilities and demonstrated impact on student learning. Accomplishing the goals identified will take more than the individuals named, though additional personnel will be paid for as part of the district match. Providing at least a 50% match by the district not only demonstrates the ability of the district to properly budget for a variety of components, most likely keeping them on track financially to achieve intended outcomes at the end of the grant cycle, but also to fund the additional personnel past the length of the grant. e55, e107-110, e134-44

The personnel selected to carry out this multi-year project are highly qualified and have past experiences that will assist each in their new positions. In addition, each job description has been developed in great detail and provided in the application. This combination of experienced personnel with prior knowledge and a detailed description of responsibilities for each position is a good match of personnel and proposed outcomes. e54-56, e74-83

Not only does the logic model for the proposed project contain incredible specifics, already mentioned above, but the applicant has provided the same detail in charts that describes the following programs: The R3 Framework for Educator Growth and Empowerment, the Mentor Pathway and the School Executive Pathway. Each program includes timelines and milestones for accomplishing project tasks, ensuring the timely implementation of several related components of the project. e69-70, e85-91

Weaknesses:
Although the applicant included a project timeline for each year of the grant, with each year then divided into trimesters to provide additional checkpoints, there are no personnel assigned to any of these tasks. e71-73

Reader's Score: 17

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
   There is a great likelihood that the proposed project will result in system change for both the district, but also for several schools in the state as the framework is being used as an exemplar in NC. PCS has already built great local capacity for the proposed project to provide and improve services that address the needs of the target population. The applicant has provided an abundance of evidence demonstrating broad support and commitment from stakeholders and partners critical to the project's long-term success. Additionally, the district has successfully demonstrated that it has the resources to operate the project beyond the length of the grant.

   Strengths:
   "Few school districts in the State of North Carolina have a Human Capital Management System (HCMS) or Performance Based Compensation System (PBCS) comparable to the components of the R3 Framework" that has already been implemented, which is serving as a model for other districts across the state;" in fact, the work of PCS has been highlighted and examined closely by the North Carolina Department of Public Instruction and NC State Board of

Education, " and PCS has worked with several other districts in the state to train and support them in replicating key R3 elements in their districts. The fact that this framework is being explored and implemented by many other districts in the state really will result in large-scale system change both within PCS, but also in schools throughout the state. e56-57

The proposal adequately meets the 50% district match and also provides a well-developed financial plan covering other additional costs through various sources other than the TSL grant. The district match funding will cover the following: salaries and benefits for program personnel, additional assistant principals at High-Need schools above the state allotment, and program costs for the teacher leader development programs, as well as the principal and educator fellow programs. PCS is also leveraging an almost equal amount of federal dollars towards program goals and objectives such as advanced teaching roles and additional program personnel. Overall, the project will be supported by a combination of funding streams, which will make it less likely to fail as everything in the budget has been accounted for, increasing the likelihood of success through avoiding unforeseen costs and as a result will be able to follow the various timelines for implementation closely. e59-60, e106-110, e134-44

Because PCS plans to expand their HCMS in R3 Phase II, they are able to successfully apply structures and strategies from Phase I to accelerate the process. For instance, key stakeholder groups, like the R3 Leadership Team and the Principal Advisory Council, have already been identified, and both have a clear vision for what a successful program looks like, so creating an additional program with the same personnel should require less explanation and trial-and-error. Additionally, "the full R3 Framework was developed with extensive input from multiple stakeholders including teachers, principals, instructional coaches, central office personnel, university partners, business partners, and the Pitt County Board of Education between August 2014 and January 2015." Phase II is a "continuation of the original work those early partners collaboratively designed, with the R3 Leadership Team, principal advisory council, district equity advisory council, district senior staff, and experts from both UNC-CH and ECU." The program has "support among district leaders, principals, the local education foundation, the State Superintendent for Public Instruction, and university partners." Because all aspects of the proposal directly involve educators' continuous input by the same people it will directly impact, considerable buy-in and ownership have occurred. In addition, because many of the stakeholders have already been involved with aspects of the overall framework for years, they have already made the commitment to see it through until fully implemented. e57-61

Weaknesses:

The proposed project, R3 Phase II, is built on the foundation of developing the internal capacity of teachers, thus targeting school leaders and mentors who contribute to the growth and
development of classroom teachers. The applicant will create a comprehensive system of training and support to develop highly effective educators with the commitment to become "leaders who build leaders' ' across the district. They will support the development of the teachers, who in turn can improve curriculum and instruction, and therefore, result in increased student achievement. The section in the application dedicated to this is very slim and could be developed slightly more.The applicant does mention building internal, financial capacity. It is only in another section briefly. e59-60

Reader's Score: 22

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 application addresses aspects of three of the four sub-criteria throughout the proposal and specifically through various charts in Appendix E that outline programs for educators at various levels of effectiveness and in various stages in their careers. More precisely, the applicant includes a very detailed Mentor Pathway Plan, which outlines the purpose, criteria, targeted training topics and responsibilities for several types of mentors that includes BT Mentors, School Lead Mentors and NBPTS Mentors. The proposal also includes a School Executive Pathway Plan that details differentiated programs for the following: first and second year assistant principals, assistant principals at or beyond three years of service and principals in the district. Providing opportunities to grow in the profession, especially in the area of educator leadership, will assist in creating not only a sense of ownership, but it will foster a positive, collaborative learning community at all levels in the schools. Furthermore, these programs will aid in retaining qualified, effective and diverse educators at all levels. e85-86

Weaknesses:
No weaknesses to note.

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:

Obviously, the R3 Framework touches on multiple components with the majority addressing the learning opportunities and pathways for educators, educator leaders, assistant principals and principals. Furthermore, the above-mentioned charts in Appendix E detail the sub-components of each of these programs regarding pathways for a diverse workforce in terms of experience. These examples, which are again thoroughly described in much of the application narratives as well, will suffice Sub-criteria 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. e85-6

Weaknesses:
No weaknesses to note.

Reader's Score: **5**

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