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

Technical Review Coversheet

Applicant: THE GOODLIFE AGENCY (S374A210049)
Reader #1: **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	18
Quality of Project Design		
1. Project Design	30	28
Quality of the Management Plan		
1. Management Plan	20	18
Adequacy of Resources		
1. Resources	25	17
Sub Total	100	81
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	4
Sub Total	5	4
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	90

Technical Review Form

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

Applicant: THE GOODLIFE AGENCY (S374A210049)

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

   Some clear weaknesses and gaps in services are discussed in the forming of the needs to be addressed in this project. Much of the supporting detail for each need is missing. Clear information is also lacking for the demographics of the teachers and students by grade level and by school to clearly demonstrate the strengths and weaknesses at each school (pp. e16-e25).

   Strengths

   The project design includes both a Human Capital Management System plus a Performance Based Compensation System with equitable pay for educators and enhanced targeted professional development elements. The multi-factored evaluation process which can lead to highly effective teacher ratings will provide the methodology for substantially higher pay for teachers and increase student achievement with higher levels of pedagogy of the educators (p. e30).

   Needs are identified in three LEAs and include growing number of students who are impoverished, who need special education and English Language assessments and services, and who have low academic achievement. Weaknesses in systems are clearly identified including high teacher attrition rates for effective teachers. By first identifying the needs of the schools, teachers, and student, the applicant developed a better project focused on the highest priorities (pp. e16-e21, e30).

   Some information is given that school districts will improve systems for educator evaluation and educator growth and improved instruction, especially in special education. The applicant identifies a need for more services to students with disabilities, and quality professional development to regular education teachers would fill that gap of knowledge so teacher would better serve those students (p. e16).

   Specificity is noted for how this project will mesh with similar programs operating in the school districts, including the Michigan Opportunity Scholarship Program, Title I (literacy programs for high poverty students/schools), Title II Professional development activities to increase teacher effectiveness and student achievement) , In order to have effective coordination of school programs, it is first necessary to identify what similar or related programs each school has

and blend the strategies into the new ones with this proposed project to produce a comprehensive array of services and not individual disjointed ones (pp. e16-e35).

Weaknesses

The applicant does not fully detail the names of all the seven schools that will be participating in the project and does not provide clear student and educator demographics, student achievement, poverty rates, rates of special education and English Language Learners and ethnicities by grade level to demonstrate the disaggregation of data and how the students are learning at each separate stage in the school careers (p. e20).

Several student and educator needs are identified without any supporting evidence as to the extent of the issue, such as the high prevalence of children/youth who have experienced childhood trauma or lack of quality professional development for teachers (pp. e21-e25). The applicant plans to implement interventions without identifying the level of need in the schools which may cause a lack of proper interventions to issues/problems or a lack of proper frequency of interventions (pp. e21-e25).

Interventions are planned without aligning those intervention strategies to any data or needs. The applicant plans to offer a principal residency program in one participating school district, but no supporting data are provided for any lack of administrators in that district or any difficulty it has in recruiting and hiring school principals. An effective project would not be sufficiently developed if it planned interventions without understanding the scope of a problem (pp. e16, e23, e519).

Reader's Score: 18

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

   Quality project design is noted for this project. Both Human Capital Management System changes and Performance Based Compensation Systems will be operational through this project (pp. e30-e41).

   Strengths

   A Project Logic Model is provided for this project, and it contains some clear connections to the Project Objectives, the activities, The Outputs, the Outcomes (short-term and Long-term) and the expected Results. The project Logic Model/rationale gives an overview of all the elements of the project and the rationale/evidence that it is built upon, so that the most effective project is demonstrated (pp. e33, e58).

   The project design includes both a Human Capital Management System (HMCS with an effective evaluation system), a Performance Based Compensation System (PBCS with equitable pay) for educators, a master's degree Residency, novice teacher mentoring and induction, and enhanced targeted professional development elements. The PBCS will provide thousands of dollars more to effective teachers who demonstrate being highly effective on a multi-factor

evaluation system and increase effective educator retention (pp. e30, e36-e37, e40-e41).

The project design is focused on two primary new systems to improve education in the seven schools, the Teachers Advancement Process by National Instituter for Excellence in Teaching and the Educator Effectiveness Process developed by the Youth Empowerment Services, and both programs have been peer studied and found to be effective in increasing the effectiveness of teachers and improving student academic achievement (p. e27).

The applicant demonstrates that it performed a high-level review of relevant educational research with studies of interventions of similar weaknesses identified for this project, including teaching children of poverty and improving instruction through lessons learned in the Educators Effectiveness Process as studied by Pepper, M., Plotz, M, 2020 (p. e28). Research forms the foundation of effective strategies that will best address the schools' weaknesses and gaps (p. e28).

Methods of evaluation are detailed to include both qualitative methods, collection and reporting of quantitative and GPRA data, and the use of an external evaluation firm that has more than ten years' experience in project evaluation. A process is shown for a continuous quality evaluation process to ensure project feedback, project analysis, and processes for data-based project adjustments. Having a process for performance feedback from all stakeholders and a process for continuous quality improvement will ensure a more reliable and valid project evaluation (pp. e43, e46).

Weaknesses

The Logic Model is missing some key elements in its Resources, the students, teachers, the principals, and the in-kind and monetary donations of the applicant and the partners, all of which are essential inputs for this project. By not including these elements, the Logic Model is not considering all the crucial aspects of Resources and will not have a logical and accurate rationale for its project (p. e58).

The applicant does not provide full research citations to clearly demonstrate the source of the information and publication reference, so that credibility and validity of the research is maintained. The application does not provide footnotes, end notes or bibliographical information for all its cited research (p. e28).

Reader's Score: 28

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 Project Management plan contains some well-explained details including a timeline with milestones and clear timetable for activities throughout the grant cycle and project personnel assigned to implement each activity (pp. e51-e52).

   Strengths

   The Management Plan include key components to ensure that this project will be implemented on time and within Budget and accomplish the tasks and interventions outlined in the timetable. Most job roles and responsibilities of the project staff are well-defined in job descriptions and appropriately assigned FTE units for each personnel position.   The timetable contains alignment of the project objectives to the milestones, quarterly dates within each of the project years for each

milestone activity, and persons responsible for implementing each activity (pp. e51-e52).

Weaknesses:

Some of the job descriptions and explanations of personnel's have missing elements, including limited duties of the Teacher Leaders and ambiguity for whether the project has a Project Director or a Program Manager for both positions (pp. e48, e524). Most of the job descriptions for key project personnel do not include the applicant's preference for individuals to have experience in grant or project management in order to ensure quality individuals with project/grant management experience apply for and are hired for these key project positions, including the Project Grant Manager (pp. e50, e61-e62, e106-e110).

Reader's Score: **18**

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

    Resources of a three-year Project Budget, a clearly defined system of change, and an affirmed sustainability commitment provide the elements to operate this project effectively for the next three years and beyond (pp. e53, e83, e521-e522).

    Strengths

    The applicant thoroughly details its primary system of change that will be brought to this project, the Educator Effectiveness Process, which will build local capacity and impact the teachers and learning in the schools with a well-defined teacher assessment and accompanying PBCS that will create greater avenues for teacher and student learning and greater teacher monetary awards for effectiveness (pp. e53, e55).

    The applicant presents a three-year budget with reasonable personnel costs and Performance Based Compensation for educators which will engage in program activities that will affect positive outcomes for the students, educators, community, and LEA (pp. e521-e522).

    The matching funds are at a high level of 34.3% of the total three-year Budget, and a 50% match for in-kind and/or monetary donations to this project is affirmed by the applicant and partners in the MOU, i.e., matching funds of $58,500 for partial fringe benefits for some project personnel. Fiscal (in-kind or monetary) commitment is important to the project to indicate the support of the entities to making system changes in the schools (pp. e86, e521-e522).

    Weaknesses

Lack of clarity exists for some Budget line items, such as the estimated cost of project evaluation (two different cost estimates in the Budget) and lack of details for specific type and purpose and matching percentage for Supplies, Other, and some Contractual line items. A project budget must be detailed for line-items so that items will be procured as needed and within the budget (pp. e528-e533).

No project commitment is documented from each of the LEAs teacher organizations that represent the teachers to show support for this project. It is difficult to ascertain from the presented Google Surveys whether most of the teachers give support for this project (pp. e336-e510).   A major system change is occurring in this project for how teachers will be evaluated and paid for their effectiveness, so it is imperative that the teacher organization representing the teachers has support for this project, so it will move forward (pp. e71-e73).

Project sustainability beyond the grant cycle is not ensured in the signed Memorandum of Understanding by the partners and the applicant. Such a lack of commitment early in the project's processes demonstrates that this project will not move forward until full support is gained (pp. e53, e83).

Reader's Score: 17

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 explains that each school district plans to deliver professional development focused on increasing teacher effectiveness in the areas of teaching special education students and English Language Learners. The applicant identified a significant need for teachers to learn effective intervention techniques to better teach academic subjects to students with disabilities, and this teacher training in a four-week session would assist in that endeavor (p.e534).

   A Leadership Pipeline will be offered, and it contains four weeks of summer learning that will continue effective aspects of effective professional development, including coaching in principalship-type activities in the schools and observation and feedback by successful and effective principals. By having both intense professional development training in the

summers and then practical experiences in the regular school year, with coaching, would provide the most effective experiences in school administration in high-need schools (p. e534).

Weaknesses

The Leadership Pipeline is described to be offered on 10 campuses when there are only seven schools participating. Having the project elements spread outside of the participating school districts in the project will lessen the significant impact that could be made if resources and funds were just directed at those seven schools (p. e534).

The professional development for teachers to better learn new strategies in special education and ELL instruction is not fully explained for follow-up coaching and frequent observation and feedback, in order to provide the most effective professional development for the teachers (p. e534).

Reader's Score: 4

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

   One strategy is provided for how the applicant plans to effectively increase educators' education in fostering an inclusive and supportive workplace in the school districts, the Paraprofessional Grow Your Own Program for current school district employees, including paraprofessionals. Utilizing existing human capital that is currently serving high-needs and diverse students in a school district and upgrading their training in education in a new teacher certification program would be beneficial in having a greater pool of effective persons to recruit for vacant teaching positions (p. e18).

   Weaknesses

   No weaknesses were found.

Reader's Score: 5

Status: Submitted
Last Updated: 09/03/2021 10:29 AM

Technical Review Coversheet

Applicant: THE GOODLIFE AGENCY (S374A210049)
Reader #3:   **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Need for Project			
1. Need		25	20
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	17
	Sub Total	100	87
Priority Questions			
CPP1			
CPP1			
1. CPP1		5	4
	Sub Total	5	4
CPP2			
CPP2			
1. CPP2		5	5
	Sub Total	5	5
	Total	110	96

Technical Review Form

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

Applicant: THE GOODLIFE AGENCY (S374A210049)

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 proposed project included the nature and magnitude of the gaps or weaknesses. It is clear how they will build on similar or related efforts to improve Relevant Outcomes using existing funding streams from other programs or policies supported by the community, State, and Federal resources. A comprehensive effort to improve teaching and learning and support rigorous academic standards for students is provided to successfully addressed the needs of the target population or other identified needs.

   Strengths

   i.   To address the gaps or weaknesses in services the applicant proposes to 1) recruit and retain effective educators, 2) improve student achievement, 3) increase student growth and 4) close performance gaps by 1) Increasing teacher and school leader effectiveness, 2) Targeted professional development in content knowledge, pedagogical, and leadership practice 3) Decreasing compensation inequity, and 4) Increasing educator diversity. e-20-26

   ii.   To improve Relevant Outcomes, the proposed project will implement the LEAP partnership to replicate and improve their systems by utilizing two (2) successful programs; TAP (Teachers Advancement Process) by NIET and EEP (Educator Effectiveness Process) by YES. This action will significantly contribute to the success and sustainability of this collaborative as each LEA will utilize this TSL opportunity to supplement existing programs. e-26

   iii.   To improve teaching and learning and support rigorous academics, the proposed project will successfully implement the EEP model. This model has been tested for eleven (11) years, working in high-needs schools. This partnership brings its knowledge base of PBCS and HCMS and over 20 years of experience in the evaluation system with supports. GLA and YES will work side-by-side with each participating LEA in implementing the Educator Effectiveness Process model.e-28

   iv.   The proposed project will meet the needs of the target population by ensuring that schools will have the resources they need to grow the talent shortage for teachers and the graduates that will enter the workforce to improve the communities where schools exist based on anecdotal and quantitative data collected from Texas participating school who substantiate their confidence in the EEP model. This LEAP partnership when funded, will significantly impact the ability of the targeted high-need schools to recruit, motivate, and retain effective principals and teachers, leading to gains in student academic achievement. e30

Weaknesses

i)   no weaknesses noted
ii)no weaknesses noted
iii)no weaknesses noted
iv- It is unclear what the specific schools are within districts e16, 23, 519.
The professional development needed for teachers and principals to address the trauma-informed issues is not clearly stated.   e21-25

Reader's Score: 20

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 demonstrates a clear Rationale and includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation. It is clear how the methodological tools will ensure the achievement of project objectives. The method of evaluation to provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes is clearly stated.

    Strengths:
    i.   The proposed project demonstrates a clear Rationale by building upon a broad research field to improve human capital categorized and replicating the EEP's USDE approved model for evaluations, HCMS, and PBCS. By improving existing evaluation systems to meet the identified needs of the targeted, LEAP participating LEAs will align efforts to the YES research-based Logic Model. e29
    ii.   The proposed project includes a thorough, high-quality review of the relevant literature that supports using a school-wide or individual-based model, providing mentors to teachers of color, using a human capital solution tool, and providing much-needed professional development to school leaders. The participating LEAs will replicate and utilize the USDE approved EEP model that includes a comprehensive PBCS. Each LEA will utilize results from evaluation data and PBCS data to make HCMS decisions so that students have equitable access to effective educators. e-40
    iii.   The proposed evaluation plan will provide performance feedback and permit periodic assessment of progress toward achieving intended goals by including curriculum design, formative assessments, and implementing research-based strategies to meet the needs of their students. e40-45

    Weaknesses:

    i) no weaknesses noted
    ii)no weaknesses noted
    iii)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:

   Overview The quality of the management plan for the proposed project is clearly articulated. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget is clearly stated. The plan includes clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

   Strengths :
   This management plan is thorough and will support the LEAP participating LEAs in the successful implementation of the HCMS, PBCS, and Evaluation Systems. The management plan details the staffing model of how the work and budge planning, coupled with a systematic collaborative agreement with the partners to ensure success. The program components, organizing tasks, timelines, and milestones are effectively utilizing resources based on federal grant requirements. The strategies and activities are aligned with research to lead to positive changes guiding all decision-making related to the implementation of the approved LEAP Project with fidelity.   The timelines and milestones are fully developed. The responsibilities are clearly defined . The management plan   will focus on utilizing the project evaluation data findings for continuous performance improvement of the processes and will occur throughout the year with the GoodLife Agency leadership team members, and all personnel funded by this LEAP Project. 47-52

   Weaknesses:
   No weaknesses 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:

   Strengths:
   i.   The project will target some of the highest need schools and provide a collective means to impact access to effective teachers and school leaders for students in the communities they serve. The GoodLife Agency will implement a partnership with LEAs to perform this TSL work. They are partnering with LEAs and their participating schools in

Michigan, to develop sustainable systems for school improvement, teacher, and leader development, through collaboration with YES, to implement their USDE approved EEP model for HCMS, Evaluation with Supports, and PBCS protocol.e32-47

ii.   The applicant provided memorandums of understanding (MOU), and the signatures on the USDE required Match Assurance document. e139

iii.   Each LEAP participating LEA has committed through the acceptance of the comprehensively written MOU to sustain this project once federal funding has ended to share the responsibility of implementing the prescribed TSL components with 100% fidelity using the federal resources and the non-federal resources that have been budgeted e56

Weaknesses :

(i)   It is not clear how the proposed project will result in system change or improvement. e32
(ii)   It's not clear how the project will build local capacity to provide, improve, or expand services that address the needs of the target population. e33
(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 the accompanying plan is not evident. e37-56

Reader's Score: 17

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:

   The applicant distinctly addressed 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. For example, the project will also contribute to improved recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce. The Pipeline strategies and new human capital practices adopted will be focused on goals related to building district leadership that mirrors the growing student population. They support school leaders to understand how to use data, systems of analysis, and action-planning to identify and address the needs of all students. e139

Weaknesses:

No weaknesses noted

Reader's Score: 4

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: By increasing educator diversity, the applicant proposed that the human capital practices implemented as part of the project will be focused on recruiting and supporting a more diverse educator workforce that mirrors the growing Hispanic student population. A new system of professional learning for leaders focused on diversity, equity, and inclusion will ensure the applicant implements professional development that fosters an inclusive and supportive school climate for diverse leaders. Through culture and talent management, leaders will focus on creating an environment where their staff can explore the impact of internal bias in their practices and shift to more efficacious belief systems that allow all students to take on the rigorous learning required of college and career readiness standards.e139

   Weaknesses:
   None noted

Reader's Score: 5

Status: Submitted
Last Updated: 09/03/2021 09:46 AM

Technical Review Coversheet

Applicant: THE GOODLIFE AGENCY (S374A210049)
Reader #2: **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Need for Project			
1. Need		25	20
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	20
	Sub Total	100	90
Priority Questions			
CPP1			
CPP1			
1. CPP1		5	4
	Sub Total	5	4
CPP2			
CPP2			
1. CPP2		5	5
	Sub Total	5	5
	Total	110	99

Panel #5 - TSL - 5: 84.374A

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

Applicant: THE GOODLIFE AGENCY (S374A210049)

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 includes a comprehensive review of specific gaps and weaknesses including numerous inequities such as poverty rates over 50% based on free and reduced lunch data, environmental gaps due to polluted water and undiagnosed special needs. In addition to gaps related to poverty, there is a teacher retention issue negatively impacting student learning and creating barriers to effective classrooms and learning environments. The application effectively links the gaps and weaknesses to the strategies proposed to address the magnitude of the challenges. Each of the three LEA Partners have existing evaluation systems that will be addressed through the proposed project to improve relevant outcomes (p. e16).

   Strengths:

   Sources of data presented provide strong evidence of gaps and weaknesses related to effective teachers and students receiving free or reduced lunch at the three target schools (p. e17). Presentation of multiple sources of data strengthens and justifies the need for specific strategies to address the population of students to be served through the proposed project.

   Poverty gaps are further illuminated in the chart on At Risks Factors/Poverty Gaps and justifying the need for the proposed project (p. e20) Painting a picture of the dual impact of at-risk factors and poverty gaps will contribute to ensuring the proposed project is designed to address a multitude of challenges students bring to the classroom and project initiatives that will successfully address these challenges.

   Ongoing state and local initiatives such as the current evaluation system are described and clearly indicate the proposed project is part of a comprehensive plan to provide effective teaching and learning and to support rigorous academic standards (p. e27). When new initiatives are introduced to challenged high need school districts, making them a part of existing improvements creates less push pack for educators because it can be better accepted as an integrated component when communicated in this manner.

   Existing funding streams such as Title I, II, and III are described and the proposed project will integrate and build on the efforts currently supported by this state and federal funding (pp. e27, 28). By reviewing how current funds are used to support educators and student learning, the district leadership can make better fiscal decisions that can great impact

sustainability beyond grant funding.

The applicant comprehensively addresses the needs of the student population across the three LEAs and the needs of educators through multiple research-based initiatives that address teacher recruitment, preparation, induction and retention (p. e28). This comprehensive review will enable district decision makers to support initiatives that have been proven and are research based, creating a climate of success for the proposed project researched based initiatives.

Weaknesses:
The role of instructional coaches is not clearly defined considering their importance to the success of the program's objectives (p. e350).

Though the school districts are listed, there is lack of clarity regarding the seven participating schools that are not identified (p. e17, e534).

Reader's Score: 20

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 is clearly focused on research-based practices cited, more specifically, the EEP model which has been tested for eleven years in high need schools. Expansive research is provided to support this model, including testimonials from prior users. The literature review is thorough and contributes to the project rationale and overall design (p. e28). The applicant's inclusion of strong support for the implementation of the EEP model links the targeted needs of the teachers and students and will build confidence among personnel who will be responsible for implementation of this proposed project.

   Strengths:
   Replication of the Educator Effectiveness Process in the three participating LEAs has been successfully implemented with other agencies that serve high need students and is supported by research (p. e28). When participants reflect on initiatives that have worked for other similar organizations, they are likely to give the same initiatives to work in their respective environments providing support for participation in the proposed project.

   Targeted job embedded professional development is one of the most important components of the EEP model and is attractive to teachers with overwhelming schedules (p. e39). Job embedded professional development has proven to be an effective approach to delivering training that becomes a part of the teacher's toolkit and use of their new learning.

   The applicant provides a thorough literature review which focuses on strategic recruitment, retaining high performing teachers, and the stressors of working in high need charter schools (p. e33, 35). Supportive documentation of research-based strategies contributes to the successful implementation of project initiatives because of confidence factors and

expectation of positive outcomes.

In the project implementation plan section, each absolute priority and competitive preference priority is succinctly outlined and clearly links to the project objectives. Within the description provided, recruiting more diverse and high-quality educators is specifically addressed in the chart (p. e44, 45) Including these priorities with this level of clarity will contribute to the success of the project and ensure the priorities are continuously addressed. The collaborative agreement and MOU between entities contributes to a strong project design and commitment to implement the proposed project components with fidelity.

Methods of evaluation and periodic feedback is comprehensively addressed and includes an external evaluator. See chart on p. e44 which clearly supports the evaluation expected outcomes feedback frequency.
An external evaluator will ensure fidelity of implementation and lack of bias.

Weaknesses: No weaknesses are 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 application includes a well-developed management plan with both narrative descriptions and a chart that displays Project Tasks and Milestones over 3 years (p. e51-52). The chart provides evidence that implementation and timeline dates are reasonable and designed to achieve the objectives of the proposed project on time and within budget. The percentages of time are provided in the budget and appear to be appropriate for meeting the timelines as delineated. (p.4 Section D Budget Narrative)

   Strengths: Responsibilities of the Project Staff are clearly described and include background information and experience to support the proposed project's goals and objectives (p. e51-52). A clear designation of roles and responsibilities ensure a smooth transition into grant implementation and ongoing monitoring for timeline adjustments if needed.

   The project management implementation chart is well designed and includes linking milestones, responsibilities, timelines over the three years of the grant cycle (p. e51, 52). Attention to tasks management, such as interviewing and selecting teacher leaders, providing mentoring and induction training in the fall, and implementing the HIREUP Recruitment Program, is necessary to successfully execute implementation of the proposed initiatives and evaluation systems on time and on budget. The project management implementation chart also includes preplanning activities before the proposed project is funded, which further indicates the commitment of the applicant to the goals and objectivities designed to improve student learning.

   Weaknesses: No weaknesses 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 provides clear evidence through a contractual agreement and MOUs that resources will be committed to link the proposed initiatives to existing initiatives that focus on pathways to recruitment, preparation, and retention of effective teachers to support high need students across the three participating LEAs The execution of the contracts and MOUS increases the likelihood of adoption of project outcomes as a part of system's change and building capacity to meet the needs of the educators and lead to student achievement (p. e53).

   Strengths:
   The three participating LEAs have an existing evaluation model that will be amended or redeveloped to meet the objectives of the initiatives that include educator retention, targeted professional development, and pay for performance among other activities (p. e53). This action will greatly contribute to the adoption of the amended model because it is already underway and becoming a part of the culture of the district.

   The applicant provides strong evidence of the desire to ensure the proposed activities will result in system change as evidenced by the contractual agreement and MOU (p. e53). It appears the proposed initiatives will greatly enhance any current activities and will build capacity to achieve the proposed goals and activities because the local commitment is reflected in the MOU action.

   The application adequately describes how the proposed activities will build local capacity by including other LEA leaders to participate in summer institutes, individualized sessions and other activities that will broaden opportunities for other LEAs to use this research-based model (EEP) to be implemented through LEAP (p. e54). Inviting other districts to participate in professional learning opportunities supports dissemination of ongoing outcomes and helps highly mobile students who move from district to district in many high need communities.

   The application provides details on the commitment of the LEAs to use available resources to operate and sustain the work once the funding has ended. There is stakeholder support as reflected in the letters of support from a cross section of the community (p.e56, e.70-79)). These alliances could be of assistance to the district as they advocate for additional support to continue to adopt and implement initiatives that demonstrated positive outcomes.

   Weaknesses: The applicant mentions an attachment that provides a sustainability planning forecast to include a multi-year operating model after the end of the grant but it was not located in the attachments (p. e56). A sustainability plan for all components of the project would ensure the work toward improving student academic achievement and professional learning opportunities will not cease once federal funding ends.

   The application references a two-day Sustainability Institute (p. e56), yet an example of a proposed plan is not provided in the narrative or attachments.

Reader's Score: 20

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 provides evidence of CCPI for teachers and school leaders.
   Retention of highly effective teachers and their professional growth is one of the cornerstones of the proposed project and is clearly described throughout the application narrative (p. e22) The students and community to be served by the applicant have endured numerous challenges, including water pollution which had injured children in normal development which highlights the importance of recruiting and retaining highly effective teachers to support student success.

   The application details efforts to recruit and retain effective teachers and support a Grow Your Own initiative with a specific focus on paraprofessional with and without a bachelor's degree (p. e24, 35). Providing a model for transitioning to a certified teacher from a paraprofessional has proven to increase teacher recruitment and retention because as a group, they are committed to the student population they serve, the school and the community.

   The application provides a substantive description supporting and developing educators for high need fields such as special education through research based professional learning opportunities (p. e35, 39). This population of students to be served by this proposal require highly effective teacher because of their diverse abilities and providing quality professional development with ensure they remain in the districts and support student learning.

   Weaknesses:
   Though targeted and embedded professional development is a critical component described by the applicant, a fully developed plan for how coaches who will deliver instruction regarding special education and ELL students, are selected and prepared to take on this challenge (p. e17, e25, e30). Serving a significant number of identified students with special needs and those who have not yet been identified requires a well-developed plain the participating districts.

Reader's Score: 4

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 application clearly describes component of CPP2, including recruitment and retention of diverse educators and a focus on removal of barriers that result in effective teachers leaving high need schools, specifically charter schools (p. e18, e26). Focusing on the barriers that continue to effect retention in high need schools will ensure attention is highlighted to this challenge and result in more diverse teacher candidates selecting teaching as a profession in order to meet the needs of students in high need schools.

   Professional growth and leadership opportunities of diverse educators will be addressed through proposed programs such as the Master's Degree Residency which research has shown to attract more diverse candidate because of the flexible model tat includes living wage stipends (p. e36).

   The application adequately outlines efforts to address culturally responsive teaching practices in instruction and school climate. There is evidence that much of this work will come through professional learning opportunities and learning communities that will meet regularly for real time discussions (p. e18, e26). The laser focus on culturally responsive teach practices and the opportunity presented for embedded professional learning will likely appeal to teachers who want to connect with their students and impact student learning. Professional learning communities will create a cultural of peer support and reciprocal mentoring that will impact teacher morale and encourage thee educators to remain in the profession.

   Timelines and action plans are described for promoting and supporting development of educator and school leader diversity (9. E38,38).

   Weaknesses:
   No weaknesses noted.

Reader's Score: 5

Status: Submitted
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