

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

Status: Submitted

Last Updated: 07/16/2020 03:47 PM

## Technical Review Coversheet

**Applicant:** School Board of Miami-Dade County, FL (S374A200030)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	25	25
<b>Sub Total</b>	25	25
<b>Selection Criterion</b>		
<b>Quality of the Project Design</b>		
1. Project Design	30	30
<b>Sub Total</b>	30	30
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	25	23
<b>Sub Total</b>	45	43
<b>Priority Questions</b>		
<b>Competitive Preference Priority #1</b>		
<b>Spurring Investment in Qualified Opportunity Zones</b>		
1. CPP 1	10	10
<b>Sub Total</b>	10	10
<b>Competitive Preference Priority #2</b>		
<b>Diverse and Effective Workforce</b>		
1. CPP 2	5	0
<b>Sub Total</b>	5	0
<b>Total</b>	115	108

# Technical Review Form

Panel #4 - TSL - 4: 84.374A

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

Applicant: School Board of Miami-Dade County, FL (S374A200030)

## 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:

Reader's Score: 25

#### Sub

1. (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.

#### General:

Strengths:

The school board of Miami Dade Public Schools has submitted a TSL proposal for funding to support the Miami Leading Educator Advancement and Recognition through Networks of Support (Miami LEARNS) project. The applicant has gone into extensive detail regarding the weaknesses in current support systems. It is apparent from reading the narrative the relying on multiple systems for information lead to common human downloading errors and can possibly impact time spent on products. Major weaknesses noted are that the lack of infrastructure connectivity has led to a delay in timely evaluation and compensation decision making (e23-28). It is understood that the delay in systems can impact efforts to identify excellent educators who will support high-need schools (e29). The applicant desires to integrate multiple Human Capital Management Systems and Performance Based Compensation Systems (PBCS) into one platform. The applicant's rationale that with integration, additional support with evaluative educator training is justified. It is possible that with funding, Miami-Dade can implement programs that can increase student achievement and close the achievement gap in high-need schools by ensuring access to highly effective teachers and school leaders through the implementation of a cohesive and effective HCMS that recognizes, develops, supports, and compensates instructional and leadership excellence (e16).

Weaknesses

No weaknesses noted.

#### Reader's Score:

2. (ii) The extent to which the proposed project will integrate with or build on similar or related efforts to improve Relevant Outcomes (as defined in 34 CFR 77.1(c)) using existing funding streams from other programs or policies supported by community, State, and Federal resources.

#### General:

Strengths:

There is an apparent need to reward highly effective teachers. Miami-Dade has described innovative platforms to

**Sub**

identify and retain excellent teachers with effective instructional practices that builds upon the work of designed using pervious federal and state awards. Race to the Top and Integration with FL Consolidated State Plan both improved the current professional development management system and teacher effectives (e30-32).

Weaknesses:

No weakness noted.

**Reader's Score:**

- 3. (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.**

**General:**

Strengths:

The submitted proposal clearly describes an effort to ensure that student achievement is a priority. The integrated systems can improve teacher quality. The description of how budget cuts have strained supports given to schools is rationale. Plans to implement structed leadership along with supporting and providing effective professional development to all teachers, especially those with evaluations below effective, will benefit the adults being trained and the students within the high-need schools (e31-33).

Weaknesses:

No weakness noted.

**Reader's Score:**

- 4. (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:**

Strengths:

Identifying and providing instant feedback through data demonstrates that stakeholder time is valued and that there is a need to create change in a manner that will be useful to all. The desire to update infrastructures can support both novice and veteran teachers rated effective and below and provided them with personalized professional development. Instant results that can be communicated within one platform can provide insight to needed improvements in teaching and learning which in turn can increase student achievement.

Weaknesses:

No weakness noted.

**Reader's Score:**

**Selection Criterion - Quality of the 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:**

**Reader's Score: 30**

**Sub**

- 1. (i) The extent to which the proposed project Demonstrates a Rationale (as defined in 34 CFR 77.1(c)).**

**Sub**

**General:**

Strengths:

The applicant has identified six drivers to support a rationale for the project. The themes addressed support improving communication within the district and creating pathways for professional development that will improve effectiveness and support student achievement (e34-35). Strong evidence is mentioned throughout the proposal that Theory of Action is driving the work within the district. Working to provide effective instruction and personalized professional development can lead to student achievement (e36). Miami's plans to update align and improve HCMS and PBCS systems, apply differentiated compensation models with pathways to professional growth, update evaluation systems and enhance leadership capacity with job embedded learning are realistic (e34-43). The logic model presented on page e78 has done a good job of giving an understanding that current systems are good but need to be enhanced to support the district with growth. It is good that the district has included within the model supports for both effective and ineffective teachers and out to address their short-term, intermediate and long-term needs.

Weaknesses:

No weakness noted.

**Reader's Score:**

2. (ii) **The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes.**

**General:**

Strengths:

Value of stakeholder input is apparent and is supported within the application. Plan to collect and use feedback to inform grant implementation are reasonable. For example, within the proposal are plans to implement formative feedback and peer-to-peer support system. This type of learning can drive the desired results and allows learning to be personal and reflective (e43). Plans to select an outside evaluator that will render formative feedback and provide summative evaluation using mix methods are justified. Gathering data from multiple sources and sharing findings frequently demonstrates a commitment to grow and instill the need change for success (e44-46).

Weaknesses:

No weaknesses noted.

**Reader's Score:**

**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:**

Strengths:

There is clear alignment within the working department of Miami-Dade. Plans to have the Chief Human Capital Officer oversee the project under the lead guidance of the HCM department are understood. The district's desire to obtain a project director are clearly described and the responsibilities will ensure that the vision of the project are met and that there is a pipeline of communication while implementing project goals (e48-49). The school district's extensive management plan timeline details all desired tasks/activities for each month of project funding. Efforts to gather feedback

and communicate the project implementation through various platforms are ambitious and allows stakeholders to have a voice in the project (e102-109). The logic model does a good job of outlining program objectives and places emphasis that e student achievement is a priority along with teacher retention while ensure all have equitable access to frameworks (e78).

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:**

**Reader's Score: 23**

**Sub**

- 1. (i) The likelihood that the proposed project will result in system change or improvement.**

**General:**

Strengths:

The applicant's plan to integrate current systems into one platform is ambitious and creates a centralized resource with a universal design that will require that all stakeholders understand the same tools and information. The timeline provided and logic model demonstrate an understanding that the district is equipped to implement change with oversight. Citations of past success with federal and state funding demonstrates an understanding of leveraging funding through multiple sources (e50-51, e78, e102-109).

Weaknesses:

No weaknesses noted.

**Reader's Score:**

- 2. (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.**

**General:**

Strengths:

This Miami LEARNS grant proposal is intended to support all stakeholders but specifically 1,123 teachers and 16,834 students. Plans to implement the PBCS at 18 high-need schools demonstrates a commitment to ensure students are exposed to high-quality teachers that are instructionally effective in research-based strategies (e53).

Weaknesses:

No weaknesses noted.

Sub

**Reader's Score:**

3. (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:

Throughout the proposal is evidence of handling both federal and state grants to implement large scale professional and leadership development models. The applicant notes that it manages over \$330 million in grant funding yearly (e53-54). The applicant met with focus groups to collect input from stakeholders on activities and components related to Miami LEARNS. Also, the United Teachers of Dade is written to support the proposal.

Weaknesses:

The applicant has provided limited information on the commitment of partners. Mentioned in the grant application are statements of support that are located in Appendix C. However, the information within this section shares information on example subgroup reporting formats.

**Reader's Score:**

**Priority Questions**

**Competitive Preference Priority #1 - Spurring Investment in Qualified Opportunity Zones**

1. **Under this priority, an applicant must demonstrate that the area in which the applicant proposes to provide services overlaps with a Qualified Opportunity Zone, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code.**

**An applicant must--**

- a) **Provide the census tract number of the Qualified Opportunity Zone(s) in which it proposes to provide services; (ED Panel monitor will verify the QOZ using this link.) and**
- b) **Describe how the applicant will provide services in the Qualified Opportunity Zone(s).**

**General:**

Strengths:

The applicant has provided census tract numbers for 18 schools located in Qualified Opportunity Zones (e97). Miami LEARNS will support 50 administrators, 1,123 teachers and 16,834 students (e20).

The grant application states that the 18 schools will implement the PBCS. The descriptive proposal effectively addresses a need to increase student achievement. Plans to provide research-based professional development, teacher leadership, instructional effectiveness and collaboration are justified throughout the application (e16, e19).

Weaknesses:

No weaknesses noted.

**Reader's Score: 10**

**Competitive Preference Priority #2 - Diverse and Effective Workforce**

**1. Applications from New Potential Grantees (0, 2, or 5 points).**

**Under this priority, an applicant must demonstrate**

**a) The applicant has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the program from which it seeks funds (0 or 5 points); or**

**b) The applicant has not had an active discretionary grant under the program from which it seeks funds, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, in the five years before the deadline date for submission of applications under the program. (0 or 2 points)**

**General:**

N/A

**Reader's Score: 0**

---

**Status:** Submitted

**Last Updated:** 07/16/2020 03:47 PM



Status: Submitted

Last Updated: 07/14/2020 02:43 AM

## Technical Review Coversheet

**Applicant:** School Board of Miami-Dade County, FL (S374A200030)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	25	25
<b>Sub Total</b>	25	25
<b>Selection Criterion</b>		
<b>Quality of the Project Design</b>		
1. Project Design	30	30
<b>Sub Total</b>	30	30
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	20	18
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	25	25
<b>Sub Total</b>	45	43
<b>Priority Questions</b>		
<b>Competitive Preference Priority #1</b>		
<b>Spurring Investment in Qualified Opportunity Zones</b>		
1. CPP 1	10	10
<b>Sub Total</b>	10	10
<b>Competitive Preference Priority #2</b>		
<b>Diverse and Effective Workforce</b>		
1. CPP 2	5	0
<b>Sub Total</b>	5	0
<b>Total</b>	115	108

# Technical Review Form

Panel #4 - TSL - 4: 84.374A

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

Applicant: School Board of Miami-Dade County, FL (S374A200030)

## 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:

Reader's Score: 25

#### Sub

1. (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.

**General:**

Strength:

The applicant documents sufficient evidence of the need to improve student achievement levels through the provision of "highly effective teachers and school leaders." The applicant has identified gaps and weaknesses in the current Human Capital Management System (HCMS) and Performance-Based Compensation System (PBCS). The gaps include lack of connectivity across systems, barriers to timely access to data need for HCMS decision-making, and barriers to information, access, and responsiveness to internal and external stakeholders. The proposed project design is designed to address these challenges by creating a data management system that provides a dashboard that will address multiple needs (pg. 2-5).

Weaknesses:

No weaknesses noted.

**Reader's Score:**

2. (ii) The extent to which the proposed project will integrate with or build on similar or related efforts to improve Relevant Outcomes (as defined in 34 CFR 77.1(c)) using existing funding streams from other programs or policies supported by community, State, and Federal resources.

**General:**

Strength:

The applicant proposes to build upon lessons learned through other programs that had similar missions to the TSL program. For example, the applicant identified the Race to the Top (RTTT) program as a resource in improving their Professional Development Management System, which they are continuing to maintain through their Title II, Part A funding (pg. 5-6).

Weaknesses:

No weaknesses noted.

**Sub**

**Reader's Score:**

- 3. (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.**

**General:**

**Strengths:**

The applicant documents that the current Superintendent of Schools for their State has identified teaching and learning as a critical area of importance in reducing the systemic learning gaps in the district. As a result, the proposed project will be part of a comprehensive effort to improve teaching and learning using a tiered system of structured peer-to-peer support to the targeted schools, in order to enhance teacher quality and instructional effectiveness (pg.14-15).

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**

- 4. (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:**

**Strengths:**

The proposed project design has strong potential to address the needs as the applicant provides a Logic Model that outlines a goal of ensuring that all students have equitable access to excellent instruction in the classroom. The applicant has identified significant challenges in the current Human Capital Management System and proposes to address these areas through the realignment of their current data management systems to include closing the gap in their observation, evaluations, and student achievement data (pg. 18-19 & Appendix A).

The overall design is detailed and provides sufficient evidence of a strong plan to improve student learning through the provision of high-quality professional development and the implementation of best practices that will ensure high-level effective educators in every classroom (pg. 21).

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**

**Selection Criterion - Quality of the 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:**

**Reader's Score: 30**

**Sub**

- 1. (i) The extent to which the proposed project Demonstrates a Rationale (as defined in 34 CFR 77.1(c)).**

**Sub**

**General:**

Strengths:

The applicant demonstrates a rationale as evidenced by the Logic Model that aligns with the overall project design of optimizing student achievement, building the capacity of educators at all levels, and establishing collective teacher efficacy by increasing the percentage of effective teachers and school leaders, which will ultimately lead to short and long-term outcomes of increased student achievement levels (pg. 26-27 & Appendix A).

The applicant cites evidence-based literature by Anderson and Young (2018) on the critical success factors for an effective school district that drives student learning. The factors include the presence of practices that focus on supporting and leading, structuring and managing, and developing and delivering a high-quality education, which aligns with the strategies outlined in the applicant's Theory of Action, which responds to the gaps and need for alignment to the current HCMS and PBCS (pg. 16-17).

Weaknesses:

No strengths noted.

**Reader's Score:**

- 2. (ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes.**

**General:**

Strengths:

The applicant will provide for a mixed-methods evaluation model that could produce promising evidence of the project's effectiveness and areas in need of support. The applicant will provide for an external evaluator that will measure and monitor progress towards the achievement of the stated goals (pg. 27-28).

The focus of the evaluation will be on implementation, progress, and outcomes. The provision of a formative process, and the ongoing collection and review of data, will allow for feedback that can be used to ensure that the project is moving towards its intended outcomes. The applicant describes a variety of qualitative and quantitative data (i.e., stakeholder surveys, and district and state assessment results) that will be collected to support the overall evaluation process (pg. 28-29 & 31).

Weaknesses:

No weaknesses noted.

**Reader's Score:**

**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:**

Strengths:

The applicant provides for a management plan that outlines the tasks, activities, responsible party, and the timeline for each of the activities. For example, the hiring of a full-time Project Director will start at the beginning of the Project Year, along with all other hiring activities. The implementation of the project is ongoing as reflected in the timeline. The identified responsible parties for each task/activity is documented along with a clear description of the plan for accomplishing tasks

for each year of the project (pg. 32 & e 102-109).

Weaknesses:

The applicant does not clearly delineate the milestones for the proposed project.

**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:**

**Reader's Score: 25**

**Sub**

- 1. (i) The likelihood that the proposed project will result in system change or improvement.**

**General:**

Strengths:

The applicant provides for a Theory of Change that is responsive, while the overall goal is to improve the instructional capacity of classroom teachers in high-need schools, the intended change is success for students, teachers, and the entire system. The proposed project will build upon prior efforts through the use of funding to increase Instructional Leadership capacity and Faculty Development by implementing job-embedded professional development. The applicant will build upon lessons learned through the testing of different models of incentive and performance-based compensation and learning support systems for both teachers and school leaders (pg. 32-34).

Weaknesses:

No strengths noted.

**Reader's Score:**

- 2. (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.**

**General:**

Strength:

The applicant provides evidence of a systematic and ongoing training program that provided support to three cohorts of teacher leaders, that will provide immediate support to the project by providing models that have been tested and proven to be successful. The proposed project will allow for improvements and realignments to the current HCMS, which will provide opportunities for expansion across the entire district (pg. 34-35).

Weaknesses:

No weaknesses noted.

**Reader's Score:**

- 3. (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**

**Sub**

**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:

The applicant cites various programs that they have implemented in the past that focus on address systemic needs. The applicant cites various funding sources that have been instituted and sustained (i.e., leadership preparation program) through district funds. The applicant documents that 12,803 stakeholders responded to a survey regarding job-embedded professional development and professional learning support that demonstrated support for various components of the proposed project (pg. 35-37).

Weaknesses:

No weaknesses noted.

**Reader's Score:**

**Priority Questions**

**Competitive Preference Priority #1 - Spurring Investment in Qualified Opportunity Zones**

**1. Under this priority, an applicant must demonstrate that the area in which the applicant proposes to provide services overlaps with a Qualified Opportunity Zone, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code.**

**An applicant must--**

- a) Provide the census tract number of the Qualified Opportunity Zone(s) in which it proposes to provide services; (ED Panel monitor will verify the QOZ using this link.) and**
- b) Describe how the applicant will provide services in the Qualified Opportunity Zone(s).**

**General:**

Strengths:

a) The applicant proposes to serve 18 schools that are in the Qualified Opportunity Zones (QOZ) and outlines the tract number and all relevant data. The data provided outlines the Census Tract information and the schools they are proposing to serve (pg. e97).

b) The applicant will provide services that focus on raising academic achievement levels, recruitment, and retention of culturally competent teachers, and focus on working with high-need schools to enhance and increase the positive educational outcomes (pg. 38-39).

Weaknesses:

a) No weaknesses noted.

b) No weaknesses noted.

**Reader's Score: 10**

**Competitive Preference Priority #2 - Diverse and Effective Workforce**

**1. Applications from New Potential Grantees (0, 2, or 5 points).**

**Under this priority, an applicant must demonstrate**

**a) The applicant has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the program from which it seeks funds (0 or 5 points); or**

**b) The applicant has not had an active discretionary grant under the program from which it seeks funds, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, in the five years before the deadline date for submission of applications under the program. (0 or 2 points)**

**General:**

N/A

**Reader's Score: 0**

---

**Status:** Submitted

**Last Updated:** 07/14/2020 02:43 AM

Status: Submitted

Last Updated: 07/14/2020 01:32 PM

## Technical Review Coversheet

**Applicant:** School Board of Miami-Dade County, FL (S374A200030)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	25	25
<b>Sub Total</b>	25	25
<b>Selection Criterion</b>		
<b>Quality of the Project Design</b>		
1. Project Design	30	28
<b>Sub Total</b>	30	28
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	20	18
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	25	23
<b>Sub Total</b>	45	41
<b>Priority Questions</b>		
<b>Competitive Preference Priority #1</b>		
<b>Spurring Investment in Qualified Opportunity Zones</b>		
1. CPP 1	10	10
<b>Sub Total</b>	10	10
<b>Competitive Preference Priority #2</b>		
<b>Diverse and Effective Workforce</b>		
1. CPP 2	5	0
<b>Sub Total</b>	5	0
<b>Total</b>	115	104



# Technical Review Form

Panel #4 - TSL - 4: 84.374A

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

Applicant: School Board of Miami-Dade County, FL (S374A200030)

## 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:

Reader's Score: 25

#### Sub

1. (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.

#### General:

##### Strengths:

Miami-Dade County Public Schools (M-DCPS) submitted an application for Miami LEARNS (Miami Leading Educator Advancement and Recognition through Networks of Support). M-DCPS identified four critical needs to be addressed through the project: 1) Improve the digital backbone of the HCMS; 2) Improve the PBCS to provide multiple pathways for differentiated compensation and redefining career growth paths for classroom-based teacher leadership; 3) Safeguard the fairness, validity, and reliability of the educator evaluation systems on which the district's PBCS decisions are based, and; 4) Improve students' equitable access to excellent educators in high-need schools in or near opportunity zones (pg. 20). The applicant effectively articulated that teacher quality is the single most important school-controllable factor impacting student achievement, with school leadership second. Miami LEARNS is designed to enhance teacher quality and instructional effectiveness; foster teacher growth and retention; transfer teacher knowledge and expertise from classroom to classroom, from expert to novice, and from peer to peer; and reward highly effective teachers for teaching in high-need schools with the students who need them most (pg. 33). Moreover, Miami LEARNS will address long-standing gaps in the HCMS data infrastructures.

##### Weaknesses:

None noted.

#### Reader's Score:

2. (ii) The extent to which the proposed project will integrate with or build on similar or related efforts to improve Relevant Outcomes (as defined in 34 CFR 77.1(c)) using existing funding streams from other programs or policies supported by community, State, and Federal resources.

#### General:

##### Strengths:

Miami-Dade County Public Schools (M-DCPS) submitted an application for Miami LEARNS (Miami Leading Educator Advancement and Recognition through Networks of Support). M-DCPS identified four critical needs to be

**Sub**

addressed through the project: 1) Improve the digital backbone of the HCMS; 2) Improve the PBCS to provide multiple pathways for differentiated compensation and redefining career growth paths for classroom-based teacher leadership; 3) Safeguard the fairness, validity, and reliability of the educator evaluation systems on which the district's PBCS decisions are based, and; 4) Improve students' equitable access to excellent educators in high-need schools in or near opportunity zones (pg. 20). The applicant effectively articulated that teacher quality is the single most important school-controllable factor impacting student achievement, with school leadership second. Miami LEARNS is designed to enhance teacher quality and instructional effectiveness; foster teacher growth and retention; transfer teacher knowledge and expertise from classroom to classroom, from expert to novice, and from peer to peer; and reward highly effective teachers for teaching in high-need schools with the students who need them most (pg. 33). Moreover, Miami LEARNS will address long-standing gaps in the HCMS data infrastructures.

Weaknesses:  
None noted.

**Reader's Score:**

**3. (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.**

**General:**

Strengths:

Miami-Dade County Public Schools (M-DCPS) submitted an application for Miami LEARNS (Miami Leading Educator Advancement and Recognition through Networks of Support). M-DCPS identified four critical needs to be addressed through the project: 1) Improve the digital backbone of the HCMS; 2) Improve the PBCS to provide multiple pathways for differentiated compensation and redefining career growth paths for classroom-based teacher leadership; 3) Safeguard the fairness, validity, and reliability of the educator evaluation systems on which the district's PBCS decisions are based, and; 4) Improve students' equitable access to excellent educators in high-need schools in or near opportunity zones (pg. 20). The applicant effectively articulated that teacher quality is the single most important school-controllable factor impacting student achievement, with school leadership second. Miami LEARNS is designed to enhance teacher quality and instructional effectiveness; foster teacher growth and retention; transfer teacher knowledge and expertise from classroom to classroom, from expert to novice, and from peer to peer; and reward highly effective teachers for teaching in high-need schools with the students who need them most (pg. 33). Moreover, Miami LEARNS will address long-standing gaps in the HCMS data infrastructures.

Weaknesses:  
None noted.

**Reader's Score:**

**4. (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:**

Strengths:

Miami-Dade County Public Schools (M-DCPS) submitted an application for Miami LEARNS (Miami Leading Educator Advancement and Recognition through Networks of Support). M-DCPS identified four critical needs to be addressed through the project: 1) Improve the digital backbone of the HCMS; 2) Improve the PBCS to provide multiple pathways for differentiated compensation and redefining career growth paths for classroom-based teacher leadership; 3) Safeguard the fairness, validity, and reliability of the educator evaluation systems on which the district's PBCS decisions are based, and; 4) Improve students' equitable access to excellent educators in high-need schools in or near opportunity zones (pg. 20). The applicant effectively articulated that teacher quality is the single most important school-controllable factor impacting student achievement, with school

**Sub**

leadership second. Miami LEARNS is designed to enhance teacher quality and instructional effectiveness; foster teacher growth and retention; transfer teacher knowledge and expertise from classroom to classroom, from expert to novice, and from peer to peer; and reward highly effective teachers for teaching in high-need schools with the students who need them most (pg. 33). Moreover, Miami LEARNS will address long-standing gaps in the HCMS data infrastructures.

Weaknesses:  
None noted.

**Reader's Score:**

**Selection Criterion - Quality of the 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:**

**Reader's Score: 28**

**Sub**

**1. (i) The extent to which the proposed project Demonstrates a Rationale (as defined in 34 CFR 77.1(c)).**

**General:**

Strengths:

The applicant clearly identified the key questions that will guide the work to be accomplished through Miami LEARNS: 1) What are the critical success factors for an effective school district, one that drives students learning?; and 2) What are the systems, structures, and processes that need to be in alignment to ensure this success? (pg. 34). Miami LEARNS in Response to Gaps and Weaknesses 1 & 2; it will seek to align and improve the HCMS and PBCS. In response to Gap/Weakness 3: Safeguard Educator, Evaluation, Miami LEARNS will support the addition of updated, current materials and resources to support and align with the district-wide annual Assessor Calibration and Feedback (ACF) system (pg. 38). Additionally, in response to Gap and Weakness 4: Access to Excellent Educators: Miami LEARNS will: building capacity in teacher leadership, instructional effectiveness, and collaboration; through a "grow-your-own" model of teacher leadership and job-embedded learning, across a cohort of 18 high-need schools (pg. 39). M-DCPS will contract with an external evaluator to conduct a comprehensive evaluation. The Miami LEARNS mixed methods evaluation will incorporate multiple sources of quantitative and qualitative data, including quantitative data generated through district and state assessments, stakeholder surveys, data triangulation, and process metrics to measure the attainment/impact of project milestones.

Weaknesses:

M-DCPS will develop a micro-credentialing process for these teacher leaders. This will, over the course of implementation of Miami LEARNS, strengthen the quality of PD for educators throughout the district by cascading the lessons learned and leveraging the micro-credentialing resources developed through Miami LEARNS to recruit, develop, and deploy professional learning leaders for schools throughout the district. To strengthen the application, Additional information regarding the content of the micro-credentialing process could have been made more explicit.

**Reader's Score:**

**Sub**

**2. (ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes.**

**General:**

**Strengths:**

The applicant clearly identified the key questions that will guide the work to be accomplished through Miami LEARNS: 1) What are the critical success factors for an effective school district, one that drives students learning?; and 2) What are the systems, structures, and processes that need to be in alignment to ensure this success? (pg. 34). Miami LEARNS in Response to Gaps and Weaknesses 1 & 2; it will seek to align and improve the HCMS and PBCS. In response to Gap/Weakness 3: Safeguard Educator, Evaluation, Miami LEARNS will support the addition of updated, current materials and resources to support and align with the district-wide annual Assessor Calibration and Feedback (ACF) system (pg. 38). Additionally, in response to Gap and Weakness 4: Access to Excellent Educators: Miami LEARNS will: building capacity in teacher leadership, instructional effectiveness, and collaboration; through a “grow-your-own” model of teacher leadership and job-embedded learning, across a cohort of 18 high-need schools (pg. 39). M-DCPS will contract with an external evaluator to conduct a comprehensive evaluation. The Miami LEARNS mixed methods evaluation will incorporate multiple sources of quantitative and qualitative data, including quantitative data generated through district and state assessments, stakeholder surveys, data triangulation, and process metrics to measure the attainment/impact of project milestones.

**Weaknesses:**

M-DCPS will develop a micro-credentialing process for these teacher leaders. This will, over the course of implementation of Miami LEARNS, strengthen the quality of PD for educators throughout the district by cascading the lessons learned and leveraging the micro-credentialing resources developed through Miami LEARNS to recruit, develop, and deploy professional learning leaders for schools throughout the district. To strengthen the application, Additional information regarding the content of the micro-credentialing process could have been made more explicit.

**Reader's Score:**

**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:**

**Strengths:**

Miami LEARNS is intentionally designed to be cross-functional to address the systemic gaps that cut across HCMS functions from pre-service teacher support to senior district leadership (pg. 47). Miami LEARNS' management plan connects functions of PD, leadership development, evaluation and evaluator training, compensation, recruitment and retention, and human capital management data systems (pgs. 47-48). Additionally, the leadership team in HCM has extensive experience in managing large projects and coordinating efforts across funding streams and across departments, ensuring that timelines are met, milestones accomplished, and deliverables realized on time and in budget (pg. 48). Moreover, To assist with project oversight and ensure ongoing communication between key internal and external stakeholders and project staff, a Miami LEARNS Advisory Committee will be convened with representation from: local institutions of higher education; Human Capital Management, Labor Relations; Assessment, Research, and Data Analysis; and the teachers' labor organization (pg. 50). A management plan timeline detailing responsibilities, timelines, milestones, and resource coordination is provided in Appendix F and Appendix B houses the Professional Learning Leader job description (pg. 50).

**Weaknesses:**

The Advisory Committee will meet twice a year to monitor project implementation (pg. 50). The timeframe of meeting twice a year may not suffice for the scope and depth of the grant.

**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:**

**Reader's Score: 23**

#### **Sub**

- 1. (i) The likelihood that the proposed project will result in system change or improvement.**

##### **General:**

##### **Strengths:**

According to the applicant, Miami LEARNS builds on a body of prior work in this area and will, in turn, support ongoing work across the district that is being accomplished through multiple resource streams (pg.51). M-DCPS has implemented Teacher Incentive Fund (the successor to the Teacher and School Leader Incentive Program) projects in cohorts 2, 3, and 4, each testing different TIF-aligned models of incentives (pg. 51). Through these implementations, M-DCPS has acquired significant institutional memory and experience in identifying district needs, developing strategies that fit the M-DCPS context, and leveraging time-limited funding resources to build tools to effect lasting systemic changes (pg. 51). M-DCPS manages more than \$330 million of grant funding each year. M-DCPS has an extensive track record of leveraging soft funding opportunities to develop and test multiple solution pathways to address systemic needs, identifying and then institutionalizing the approaches that best fit the district's unique context (pgs. 53-54). In terms of broad support for the proposed project, the district has collected input from stakeholders on activities and components related to Miami LEARNS. Various external partners also support Miami LEARNS, as evidenced by the letters of support included in Appendix C (pg. 54).

##### **Weaknesses:**

The applicant stated that Miami LEARNS will: increase the clarity of communication at all access points for external and internal candidates about entry, career ladder, and career lattice requirements, and preparation and advancement opportunities (pg. 52). To strengthen the application, additional information regarding how they would clarify their communication was not provided.

**Reader's Score:**

- 2. (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.**

##### **General:**

##### **Strengths:**

According to the applicant, Miami LEARNS builds on a body of prior work in this area and will, in turn, support ongoing work across the district that is being accomplished through multiple resource streams (pg.51). M-DCPS has implemented Teacher Incentive Fund (the successor to the Teacher and School Leader Incentive Program) projects in cohorts 2, 3, and 4, each testing different TIF-aligned models of incentives (pg. 51). Through these implementations, M-DCPS has acquired significant institutional memory and experience in identifying district

## Sub

needs, developing strategies that fit the M-DCPS context, and leveraging time-limited funding resources to build tools to effect lasting systemic changes (pg. 51). M-DCPS manages more than \$330 million of grant funding each year. M-DCPS has an extensive track record of leveraging soft funding opportunities to develop and test multiple solution pathways to address systemic needs, identifying and then institutionalizing the approaches that best fit the district's unique context (pgs. 53-54). In terms of broad support for the proposed project, the district has collected input from stakeholders on activities and components related to Miami LEARNS. Various external partners also support Miami LEARNS, as evidenced by the letters of support included in Appendix C (pg. 54).

### Weaknesses:

The applicant stated that Miami LEARNS will: increase the clarity of communication at all access points for external and internal candidates about entry, career ladder, and career lattice requirements, and preparation and advancement opportunities (pg. 52). To strengthen the application, additional information regarding how they would clarify their communication was not provided.

### Reader's Score:

- 3. (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:

According to the applicant, Miami LEARNS builds on a body of prior work in this area and will, in turn, support ongoing work across the district that is being accomplished through multiple resource streams (pg.51). M-DCPS has implemented Teacher Incentive Fund (the successor to the Teacher and School Leader Incentive Program) projects in cohorts 2, 3, and 4, each testing different TIF-aligned models of incentives (pg. 51). Through these implementations, M-DCPS has acquired significant institutional memory and experience in identifying district needs, developing strategies that fit the M-DCPS context, and leveraging time-limited funding resources to build tools to effect lasting systemic changes (pg. 51). M-DCPS manages more than \$330 million of grant funding each year. M-DCPS has an extensive track record of leveraging soft funding opportunities to develop and test multiple solution pathways to address systemic needs, identifying and then institutionalizing the approaches that best fit the district's unique context (pgs. 53-54). In terms of broad support for the proposed project, the district has collected input from stakeholders on activities and components related to Miami LEARNS. Various external partners also support Miami LEARNS, as evidenced by the letters of support included in Appendix C (pg. 54).

#### Weaknesses:

The applicant stated that Miami LEARNS will: increase the clarity of communication at all access points for external and internal candidates about entry, career ladder, and career lattice requirements, and preparation and advancement opportunities (pg. 52). To strengthen the application, additional information regarding how they would clarify their communication was not provided.

### Reader's Score:

## Priority Questions

### Competitive Preference Priority #1 - Spurring Investment in Qualified Opportunity Zones

- 1. Under this priority, an applicant must demonstrate that the area in which the applicant proposes to provide services overlaps with a Qualified Opportunity Zone, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code.**

**An applicant must--**

- a) Provide the census tract number of the Qualified Opportunity Zone(s) in which it proposes to provide services; (ED Panel monitor will verify the QOZ using this link.) and
- b) Describe how the applicant will provide services in the Qualified Opportunity Zone(s).

**General:**

Strengths:

M-DCPS will utilize Miami LEARNS to provide services in QOZs by focusing intervention efforts across 18 targeted schools. Sixteen of the selected schools are either directly located within QOZs or have attendance boundaries serving students directly located within QOZs, and two of the schools were included as they also serve high-need schools showing high rates of students eligible for free or reduced-price lunch and low English Language Arts achievements and learning gains. Appendix D details relevant school demographic data and provides the census tract numbers of the QOZs in which M-DCPS proposes to provide services. In Qualified Opportunity Zones, Miami LEARNS will increase student access to highly effective educators, and provide pathways for professional recognition, credentialing, and differentiated compensation, including performance pay for increased student achievement, to educators in the designated high-need schools.

Weaknesses:

None noted.

**Reader's Score: 10**

**Competitive Preference Priority #2 - Diverse and Effective Workforce**

**1. Applications from New Potential Grantees (0, 2, or 5 points).**

**Under this priority, an applicant must demonstrate**

- a) The applicant has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the program from which it seeks funds (0 or 5 points); or
- b) The applicant has not had an active discretionary grant under the program from which it seeks funds, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, in the five years before the deadline date for submission of applications under the program. (0 or 2 points)

**General:**

Strengths:

No strengths identified.

Weaknesses:

The applicant has had a TIF or TLS grant within the last 5 years.

**Reader's Score: 0**

---

**Status:** Submitted  
**Last Updated:** 07/14/2020 01:32 PM

