

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

Status: Submitted

Last Updated: 07/20/2020 02:53 PM

## Technical Review Coversheet

Applicant: Toledo Public Schools (S374A200055)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	25	23
<b>Sub Total</b>	25	23
<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	12
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	25	25
<b>Sub Total</b>	45	37
<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	5
<b>Sub Total</b>	5	5
<b>Total</b>	115	105

# Technical Review Form

Panel #7 - TSL - 7: 84.374A

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

Applicant: Toledo Public Schools (S374A200055)

## 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: 23

#### 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:

- i. The applicant clearly describes specific gaps or weaknesses in services and infrastructure. For example, TPS is the fourth largest district in Ohio serving over 22,000 students who attend 51 different schools. Overall, 85% of students are economically disadvantaged and 79% are eligible for free or reduced price lunch subsidies(e21). Moreover, a "High-Need School" is a building in which 50% or more of its enrollment comes from low-income families, and 44 of TPS's 51 schools or 86.3% are High-Need Schools. While the district progressed significantly, many TPS students still do not have equitable access to high-quality, rigorous instruction(e22).

No weaknesses

#### 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:

- ii. The proposed project will clearly integrate with or build on similar or related efforts to improve Relevant Outcomes. For example, TPS has experienced success targeting vacancies through grow-your-own (GYO) programs, built in partnership with local universities and offering targeted preparation programs (Hayes, 2009) that provide learners with information on being successful in an urban district(e27). Furthermore, a chart provides a program title and grant activity, identified gaps, evidence-base, TPS prior experience, a description of state, local, or other public or private funds currently used, and a description of how TSL grant funds will be used (e27).

No Weaknesses

**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:**

iii. The proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. For example, Urban Leadership Development Program (ULDP) exists as a collaboration between TPS, Toledo Association of Administrative Personnel, and Bowling Green State University (BGSU). ULDP fast-tracks teachers and unlicensed administrators into school leadership positions. The application process is performance-based and includes evaluation data, recommendation from a district leader, with about a 50% acceptance rate. Additionally, TPS joined OLi4 in 2018. OLi4 provides targeted coaching and technical assistance to (a) build the capacity of BLs to improve results for all students, including students receiving special education services and students with learning difficulties; (b) enhance BL competence specific to distributed leadership; and (c) identify and support the implementation of practices that improve student access to and progress in inclusive educational environments(e35).

No Weaknesses

**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:**

iv. The applicant clearly describes how the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. For example, Through PROUD, TPS will offer retention bonuses to teachers, deans, counselors, Assistant Principals, and Principals who stay in OSs. The teacher retention bonus will be tied to evidence of implementing PD that is aligned to the school improvement plan and teachers' professional growth or improvement plan(e42). TPS will select mentors based on performance and experience, and provide mentors with high-quality training (Spiro et al., 2007). Further, the program will be reviewed and improved to ensure its alignment with the strategic plan and identified competencies(e35). A rigorous process will be designed that is like the process for Teacher TRACS. Selection data used will include OPES and building results(e42).

No Weaknesses

**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:

i. The applicant thoroughly demonstrates a Rationale (as defined in 34 CFR 77.1(c)). For example, TPS will leverage existing infrastructure and processes to monitor and evaluate the implementation and outcomes of PROUD. TPS routinely uses data to monitor progress, inform decision making, and drive action. TPS's strategic plan, which was adopted in the 2015-16 school year and last revised in 2019, serves as the district's vision and road map for the future. Upon adopting the strategic plan, TPS also created a detailed board monitoring system (BMS) with key performance indicators aligned to the strategic plan goals. The strategic plan, BMS, and evaluation results for the past three years can be found in the Appendix (e43). The logic model is very clear and specific and defines the outcomes and outputs.

No weaknesses

**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:

ii. The methods of evaluation to provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes are fully described. For example, TPS's long-term grant outcomes are aligned to three of the six strategic plan goals. As a result, TPS already tracks detailed data related to each goal including measures of student achievement and growth. Additional grant performance measures will be added to the HR Department scorecard. The BMS and department scorecard measures and targets are updated annually while progress monitoring occurs throughout the year(e43). In addition, several structures ensure routine monitoring of progress towards goals. First, each strategic goal is managed by a separate board committee composed of a board member, a district leader, and representatives from the relevant departments(e44).

No weaknesses

**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 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 are provided in a clear and detailed manner. For example, stakeholder involvement in developing PROUD deliverables will be prioritized to achieve the widespread buy-in requisite to effective and sustainable TSL programs(e44). To oversee successful completion of all grant activities, TPS will hire a full-time Grant Manager using grant funds. The Grant Manager will be responsible for ensuring effective implementation of grant initiatives and provide day-to-day oversight of grant compliance (e47). Key leadership roles for PROUD and owners for high-level milestones have been defined and are described(e47) In addition, there are several existing governing boards for the HCMS programs that will be expanded and/or continued

under PROUD. These boards, which are described below, will provide oversight for grant work associated with those programs(e47). Additionally, a chart summarizes how the grant money will be spent and the timeline for implementation over the three-year grant period. The chart details four types of grant activities(e50).

**Weaknesses:**

The milestones for years 2 and 3 are not clearly defined. If the milestones for those years are not specified, it is unclear how the project plan to achieve the objectives on time and within budget, including clearly defined responsibilities during those years.

8 points not awarded

**Reader's Score: 12**

**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:**

- i. The applicant thoroughly describes how the likelihood that the proposed project will result in system change or improvement. For example, TPS has a successful track record of taking programs designed or improved with grant money and carrying them into the future as evidenced by TPS's continuation of programs implemented through TIF (2006). Teacher TRACS and the Intern Consulting program are two examples of programs from the past TIF grant that continue to be sustained by general fund monies(e54). With stronger preparation and recruitment of new teachers, increased mentorship and support for all teachers, and higher retention of experienced teachers engaged by professional and career advancement, TPS expects PROUD to reduce gaps in equitable access to high-performing educators in Oss(e56).

No weaknesses

**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:**

- ii. The applicant thoroughly illustrates how the proposed project is likely to build local capacity to provide, improve, or expand serves that address the needs of the target population. For example, TPS will strategically communicate with and maintain the support of key stakeholders. This work has already begun as evidenced by Letters of Support from educators, the community, and the TPS Board, which can be found in Appendix C.

**Sub**

Continuing to reach out to stakeholders who can help provide the types of support needed will be key to ensuring program continuation (Pasley et al., 2015)(e56).

No Weaknesses

**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:

iii. The applicant clearly 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. For example, some PROUD HCMS activities and resources are already built into the TPS’s ongoing operating budget(e56-57).In addition, TPS will continue to fund this technology after the grant because the district knows its level of importance in the day-to-day work of TPS employees and the experience people have with the district. TSL funds would allow for HCMS improvement work to happen more quickly. TPS will also review current funding sources (Schuermann et al., 2011) such as State funding opportunities, Private Foundation grants, Federal funds such as Title IA and Title IIA, and local discretionary funds (e57).

Weaknesses:

- i. No weaknesses

**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:

Meeting Absolute Priority 1: Human Capital Management Systems (HCMS) or Performance Based Compensation

Systems (PBCS) and Absolute Priority 2: High-Needs Schools, TPS will implement evidence-based interventions across the district's 51 schools, 86% of which are designated high needs. Through PROUD, TPS will: (1) Align and improve current HCMS efforts as well as create new programs and partnerships to attract, prepare, mentor, support, evaluate, compensate, and retain diverse teachers and school leaders (SLs). (2) Provide opportunities for exceptional building leaders to be compensated for having a greater impact across the district. (3) Develop targeted growth opportunities, coaching, support, and performance-based compensation for teachers and SLs in 17 identified "Opportunity Schools," which are currently the hardest-to-staff schools in the district as well as the hardest to sustain improvement. These buildings are all located in or serve students who live in a Qualified Opportunity Zone (QOZ) (Competitive Preference Priority 1–Spurring Investment in QOZs).(e20).

Weaknesses:

No weaknesses

**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:

The applicant has not had an active discretionary grant under the program from which it seeks funds.

Weaknesses:

No weaknesses

**Reader's Score: 5**

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**Status:** Submitted

**Last Updated:** 07/20/2020 02:53 PM



Status: Submitted

Last Updated: 07/14/2020 02:51 PM

## Technical Review Coversheet

Applicant: Toledo Public Schools (S374A200055)

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	12
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	25	25
<b>Sub Total</b>	45	37
<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	5
<b>Sub Total</b>	5	5
<b>Total</b>	115	107

# Technical Review Form

Panel #7 - TSL - 7: 84.374A

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

Applicant: Toledo Public Schools (S374A200055)

## 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:

(i) The application thoroughly describes specific gaps and weaknesses in services, infrastructure, and opportunities in the targeted school district. The district is the fourth largest district in Ohio serving over 22,000 student who attend 51 different schools. The data provided indicates that 85% of the students are economically disadvantaged and 79% are eligible for free or reduced price lunch. A high-need school is building in which 50% or more of its enrollment comes from low-income families, and 44 of the 51 schools or 86.3% are high-need schools. The applicant links each of the 17 targeted schools to the following: student count; percentage of free and reduced price lunch; achievement; progress; gap closing; graduation rate; and at-risk K-3 reader. These school demographics indicate approximately 100% free and reduced lunch; a grade of F or D for achievement; and low rates of progress, gap closing, and a high rate of at-risk K-3 readers. (pg. e23)

-The applicant provides clear data on the targeted schools percentage of teachers with at least a Master's Degree (all schools 50.3%; high poverty schools 53.5%); percentage of inexperienced principals (all schools 26.5%; high poverty schools 27.1%); and the percentage of teachers not certified or licensed for subject or field of teaching (all schools 13.0%; high poverty schools 12.6%). (pg. e24)

-The application lists each of the 17 schools with the details on the 2019-20 teacher count; 2019-20 teacher vacancies; and the 2019-2020 teachers requesting transfer from that building. The percentage of teachers requesting transfer ranges from 0.0% to 41.4%, and eight of the opportunity schools have transfer rates above 30%. (pg. e24-e25)

-The application thoroughly links programs/strategies, grant activities, and the identified gaps. (pg. e27-e40)

##### Weaknesses:

- (i) No weaknesses were noted.

Reader's Score:

Sub

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:

(ii) The application thoroughly describes how the proposed project will integrate with and 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. The application describes each of the five overarching areas of human capital management (prepare & recruit; hire & place; mentor & support; evaluate; and compensate & retain) and aligns each area to program/strategy; grant activity; identified gaps; evidence-base; and prior experience (funding streams, such as community, State, and Federal resources). (pg. e26-e40)

Weaknesses:

(ii) No weaknesses were 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:

(iii) The application clearly describes how the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. For example, the proposed project is part of comprehensive programs, such as Teacher Intern & Intervention Program; Administrator Performance Program; Ohio Leadership for Inclusion, Implementation, and Instructional Improvement; TPS University with a comprehensive repository for professional development; and Ohio Evaluation Systems. (pg. e34-e38)

Weaknesses:

(iii) No weaknesses were 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:

(iv) The application thoroughly describes how the proposed project is appropriate to, and will successfully address, the needs of the target population and other identified needs. The five overarching areas of human capital management, aligns each area to the program/strategy, and identified gaps. (pg. e26-e40)

-The application clearly aligns each PBCS Component (TRACS-C3, Distinguished Teacher; TRACS Distinguished Principal; OS TRACS Distinguished Principal; Teacher Retention Bonus; Retention Bonus; and APP Mentor); performance-base; eligible staff; and amount to be funded. (pg. e42-e43)

Weaknesses:

(iv) No weaknesses were 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)).

#### General:

##### Strengths:

(i) The application demonstrates a clear rationale with adequate details in the Logic Model and in the strategic plan. The inputs, strategies, outputs, short-term outcomes, and long-term outcomes provide details on how the proposed project will improve student achievement by increasing access to effective teachers and school leaders in high need schools. The rationale is included in the project's logic model and is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes. For example, the strategies in the strategic plan (prepare & recruit; hire & place; mentor & support; evaluate; and compensate & retain) are all evidence-based and informed by research. The long-term outcomes/impact include: increase student achievement and growth (performance index and value-added growth index); provide a mentally and physically safe environment (office discipline referrals and suspension incidents); attract and retain highly skilled and high performing staff (classroom vacancies and turnover; and the percentage of minority teachers and staff with an Intervention Specialist License). (pg. e27-e39; e65-e69)

##### Weaknesses:

(i) No weaknesses were 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:

(ii) The application clearly describes how the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes. For example the strategic plan, which was adopted in the 2015-2016 school year and revised in 2019, serves as the district's vision and road map. The targeted school district also created a detailed board monitoring system (BMS) with key performance indicators aligned to the strategic plan goals. There are department-level scorecards that connect every department to the BMS and strategic plan to ensure that departments focus on data-driven process management and communication. The proposed project's grant outcomes are aligned to three of the six strategic plan goals. Additional grant performance measures will be added to the HR Department scorecard. The Transformation Leader of Strategic management is responsible for maintaining the BMS and scorecards, ensuring that the data is used for improvement, and aligning the work of the district to the strategic plan. The Transformation Leader of Strategic Management meets with each department twice a year to revive their plans to meet department goals. (pg. e43-e44)

-The application clearly aligns the evaluation system (Ohio Principal Evaluation System; Ohio Teacher Evaluation System; and Ohio School Counselor Evaluation System) to the measures: performance, and Measures: student growth. (pg. e37)

**Sub**

-The proposed project model evaluation plan includes comprehensive performance measures linked to the data source. (pg. e45)

**Weaknesses:**

No weaknesses were 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 describes a comprehensive 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.

The applicant describes the roles and responsibilities of the following key leaders: Grant Manager; Deputy Superintendent; Transformational Leader of Strategic Management; Executive Transformational Leader of Early Childhood and Special Education; Treasurer/Chief Financial Officer; Assistant Transformational Leader of Equity, Diversity, and Inclusion; President, Toledo Association of Administrative Personnel; President, Toledo Federation of Teachers; Executive Director of Communications; Senior Director of Educator Development; Senior Director of Talent Acquisition & Management; and Senior Director of Employee Services. (pg. 46-e50)

-The application clearly demonstrates that the full-time Grant Manager will be responsible for the implementation of the grant and provide the day-to-day oversight of grant compliance; monitor, review, and evaluate progress towards intended outcomes; and work with the Treasurer's Division to monitor program budgets and expenditures. (pg. e47)

-The application describes the clear roles of the following boards: Leadership Committee; Local Professional Development Committee; Administrative Performance Program Board; Board of Trustees; Intern Board of Review; and the Professional Assignment and Compensation. (pg. e47-e48)

-The application provides a detailed timeline for implementation and aligns the strategies to the year of the grant, detailing four types of grant activities (develop, enhance/expand, implement, and sustain. The application also summarizes high-level milestones and leadership and aligns the key activities, owner of the key milestone, and the timing. Each key activity will have a designated owner to ensure that it is completed on time and within budget. (pg.e50-e54)

**Weaknesses:**

The application does not describe the milestones for Year 2 and Year 3 of the proposed grant. (pg. e51-e53)

**Reader's Score: 12**

**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:

(i) The proposed project will result in system change or improvement in the targeted school district because the proposed project will help attract and prepare the teachers and leaders that are needed in the schools and by the students. By the end of the grant, the targeted school district will have built a foundation in Opportunity Schools and across district HCMS processes to be able to construct a larger model for improvement across the entire district. (pg. e54-e57)

Weaknesses:

(i) No weaknesses were 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:

(ii) The application demonstrates that the proposed project is likely to build local capacity to provide, improve, or expand serves that address the needs of the target population. The application thoroughly describes how the proposed project will design new programs in the following five overarching areas of human capital management: 1) prepare & recruit, 2) hire & place, 3) mentor & support, 4) evaluate, and 5) compensate & retain. For each of these five areas, the applicant thoroughly links program/strategy, grant activity, identified gaps, evidence-base, and prior experience. (pg. e27-e40)

Weaknesses:

(ii) No weaknesses were 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 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:

(iii) The application clearly 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. For example, long-term sustainability and scalability will be achieved in the following ways: leaning on experts as contractors to develop materials, embed new processes, and implement previously-purchased technology; building capacity for quality programs by developing staff; increasing stakeholder support and communications; building PROUD on current efforts and commitments; and utilizing data-driven decision-making and examining the return on investment. The boards that

**Sub**

will provide oversight include the Toledo Association of Administrative Personnel; President, and the Toledo Federation of Teacher. (pg. e46-e50; e54-e57)

Weaknesses:

(iii) No weaknesses were 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 application clearly provides the census tract numbers of the Qualified Opportunity Zones in which it proposes to provide services. For example, the proposed project, PROUD, will provide targeted programming and HCMS support to 17 buildings that overlap with a Qualified Opportunity Zone (QOZ) as designated by the Secretary of the Treasury. Ohio has 320 identified QOZs census tracts, and 17 are located in Lucas County. All 17 QOZ census tracts overlap with the targeted school district attendance zones and are served by this district's schools. The application clearly links the school names, census tract number, if the school is in QOZ, and if the school serves QOZ. (pg. e21-e22)

b) The application demonstrates that the proposed project will provide services in the Qualified Opportunity Zones to align and improve current HCMS efforts as well as create new programs and partnerships to attract, prepare, mentor, support, evaluate, compensate, and retain diverse teachers and school leaders (SLs) in all schools; provide opportunities for exceptional building leaders to be compensated for having greater impact across the district; and develop targeted growth opportunities, coaching, support, and performance-based compensation for teachers and SLs in 17 identified Opportunity Zone Schools, which are the hardest-to staff schools in the district as well as the hardest to sustain improvement. (pg. e15)

Weaknesses:

- a) No weaknesses were noted.
- b) No weaknesses were 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:

a) The applicant has never had a TIF or TSL grant.

b) The applicant has never had a TIF or TSL grant.

Weaknesses:

a) No weaknesses were noted.

B) No weaknesses were noted.

**Reader's Score: 5**

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**Status:** Submitted

**Last Updated:** 07/14/2020 02:51 PM

Status: Submitted

Last Updated: 07/16/2020 05:16 PM

## Technical Review Coversheet

Applicant: Toledo Public Schools (S374A200055)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	25	18
<b>Sub Total</b>	25	18
<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	12
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	25	25
<b>Sub Total</b>	45	37
<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	5
<b>Sub Total</b>	5	5
<b>Total</b>	115	100

# Technical Review Form

Panel #7 - TSL - 7: 84.374A

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

Applicant: Toledo Public Schools (S374A200055)

## 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: 18

#### 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 applicant identifies specific gaps and weaknesses in student performance and opportunities for staff in the Toledo Public Schools. For example, Overall, 85% of students are economically disadvantaged and 79% are eligible for free or reduced price lunch subsidies. 44 of TPS's 51 schools or 86.3% are High-Need Schools. The applicant identifies gaps in student access to effective educators in high poverty (HP) schools and/or Opportunity Schools (OSs) including the percentage of teachers with a masters, the percentage of inexperienced principals, the percentage of teachers out of subject/field for license/certification, the number of teacher vacancies, the percentage of teacher transfer requests from OSs. (Opportunity Schools, all 17 of which are targeted and overlap with students in QOZ) These schools are currently the hardest-to-staff schools in the district as well as the hardest to sustain improvement. The applicant presents charts to indicate poverty, academic performance, and a comparison of teacher experience with the Cleveland, Cincinnati, and Columbus (Ohio's 3 largest urban districts). The applicant, Toledo Public Schools (TPS), has the lowest percentage of teachers with a masters and the highest percentage who are teaching outside the subject/field for which they are certified. (e19-e24)

WEAKNESSES: There are no weaknesses noted for this criterion.

#### 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: TPS proposes to build on the momentum of a group Teacher Incentive Fund (TIF) grant that was awarded in 2006, and through the proposed Partnerships, Resources, and Opportunities for Urban Districts (PROUD) project, proposes to expand some of the Human Capital systems it has sustained for the past 14 years along with developing new programs. In 2014, the Board and TPS leaders involved stakeholders such as students, parents, teachers, administrators, community/civic leaders, and businesses in the design of a strategic plan. This plan is to increase student achievement and growth, provide a mentally and physically safe environment, and attract

**Sub**

and retain highly skilled and highly performing staff. (e19-20; e25-e26)

**WEAKNESSES:** The applicant does not provide details of the outcomes of the TIF group partnership which ended in 2011. For example, what outcomes were attained by the end of the grant funded project, what elements are still in place and which ones are not, and if not, why not. For example, the applicant states that graduation rates have increased from 63.9% (2014) to 79.1% (2017-2018), with the rate for students with disabilities improving 16% and for African American students improving 20%. It further states that after a 17-year span of declining enrollment, enrollment has increased by more than 1,740 students in the past two years. The applicant does not provide details on the impact this has had on student achievement in order for the proposed project to build upon. (e19; e22-e23)

**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 provides details about the proposed project PROUD that indicate it is a comprehensive effort to improve student achievement and teaching and learning in efforts to increase student performance. For example, PROUD will provide targeted programming and HCMS support to 17 buildings that overlap with a Qualified Opportunity Zone (QOZ). The proposed TSL project provides the opportunity to better align and strategically manage processes ensuring better support for students and families. It also provides TPS access to funds to expand current programs and design new programs in five overarching areas of human capital management. These are preparation and recruitment, hiring and placement mentoring and support, evaluation, compensation and retention. The applicant describes each of these areas of HCMS in detail. (e25-e26; e27-e31)

**WEAKNESSES:** There are no weaknesses noted for this criterion.

**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 design of the proposed project PROUD is appropriate for and will address the identified needs of the targeted area. For example, TPS has the lowest percentage of teachers with a masters and the highest percentage who are teaching outside the subject/field for which they are certified. Through PROUD, TPS will improve and implement the hiring and selection process; develop a process to place building leaders based on data and individual competencies; improve and implement new staff orientation and New Teacher Academy. The applicant provides a table with details on the proposed activities and how these will appropriately address identified gaps and needs. (e-24; e27-e31)

**WEAKNESSES:** There are no weaknesses noted for this criterion.

**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:**

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 describes the rationale for the proposed project PROUD. For example, it will provide the opportunity to better align and strategically manage systems and processes, ensuring better support for students and families. It also provides TPS access to funds to expand current programs and design new programs in five overarching areas of human capital management of preparation and recruitment, hiring and placement, mentoring and support, evaluation, and staff compensation and retention. The applicant provides details of each of these program facets, and includes charts with specific strategies, identified gaps, whether the activity will improve existing programs or systems, or be newly implemented. For example, the applicant proposes an Urban Leadership Development program as part of its Grow Your Own (GYO) project design. It is a collaboration between TPS, Toledo Association of Administrative Personnel, and Bowling Green State University (BGSU). ULDP fast-tracks teachers and unlicensed administrators into school leadership positions. The application process is performance-based and includes evaluation data. Participants make a 5-year commitment to TPS upon program completion. As a result of this program, 35% percent of TPS administrators are minorities and 61% are women, as compared to 23% and 54% nationally (NCES, 2017). TPS will use TSL funds to improve the program by aligning it to the SP and selected leadership competencies in partnership with TAAP. Other elements of the project design include special education classroom support (GYO); Project IMPACT (teacher induction program); webpage creation; building leader and teacher placements; new staff orientation; new teacher academy; mentoring and support; coaching professional development; teacher intern and intervention program; administrator performance program; Ohio Leadership for Inclusion, Implementation, and Instructional Improvement; TPS University (repository of professional development materials; staff evaluations; Ohio Evaluation System; TPS Dean Evaluation; Compensation and retention; Market-driven base pay; Teacher TRACS; Building Leader TRACS; and teacher and school leader opportunity school retention bonus. These components of the proposed TLS project include enhancements of its HMCS and PBCS system already in place. (e26-e42)

WEAKNESSES: There are no weaknesses noted for this criterion.

**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 provides a detailed logic model with intended outcomes details how PROUD programs and strategies will produce the intended short- and long-term outcomes. For example, the 3 long term outcomes are to increase student achievement, provide a mentally and physically safe environment, and attract and retain highly skilled and performing staff. The applicant explains that several structures ensure routine monitoring of progress towards goals. First, each strategic goal is managed by a separate board committee composed of a board member, a district leader, and representatives from the relevant departments. These board committees meet monthly. On a quarterly basis, the TL-SM meets with the Board Liaison for the strategic plan to provide status updates on strategic goals. Furthermore, progress is regularly discussed at board meetings. Utilizing existing data structures and processes are more efficient and effective than creating a new system. These mechanisms will provide performance feedback and permit periodic assessment of progress towards achieving intended grant outcomes system. These mechanisms will provide performance feedback and permit periodic assessment of progress towards achieving intended grant outcomes. (e43-e45; Appendix A)

WEAKNESSES: There are no weaknesses noted for this criterion.

**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:** 1. The applicant describes its management plan and indicates that it has learned that successful projects require collaboration with key stakeholders. To that end, the PROUD grant will utilize current district committee structures to develop, implement, improve, and expand the HCMS. The applicant describes the roles and responsibilities of key staff. For example, to oversee successful completion of all grant activities, a full-time Grant Manager will be hired using grant funds. The Grant Manager will be responsible for ensuring effective implementation of grant initiatives and provide day-to-day oversight of grant compliance. The Grant Manager will also monitor, review, and evaluate progress towards intended outcomes and will work with the Treasurer's Division to monitor program budgets and expenditures. The applicant includes a job description in the appendix. TAAP and TFT will be partners in the development, implementation, and expansion of TPS's HCMS and PBCS. Other leadership positions include the Deputy Superintendent; Transformational Leader of Strategic Management; Senior Director of Educator Development President, Toledo Federation of Teachers President, Toledo Association of Administrative Personnel, Assistant Transformational Leader of Equity, Diversity, and Inclusion, Treasurer/Chief Financial Officer, Executive Transformational Leader of Early Childhood and Special Education. The applicant presents a timeline that summarizes how the grant money will be spent and implementation over the three-year grant period. The chart details the four types of grant activities, specifically preparation and recruitment, hiring and placement mentoring and support, evaluation, compensation and retention. Strategies and whether they are in a development, planning, implementation, or sustaining phase is noted for each year. A separate chart is provided for milestones by month. For example, for hiring and placement from October 20 to January 21, the application and hiring process will be resigned. The charts, timetable and experience and expertise of staff, as well as the buy-in from stakeholders (i.e. teachers and school leaders) provide support that the applicant and management plan will be able to achieve the objectives of the proposed project on time and within budget. (e46-e54)

**WEAKNESSES:** There are no milestones indicated for Year 2 and 3 of the proposed project. There are only milestones for Year 1. (Pp. e51-e53)

**Reader's Score: 12**

## 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 support to indicate the proposed project will result in system improvement. For example, TPS has a successful track record of taking programs designed or improved with grant money and carrying them into the future as evidenced by TPS's continuation of programs implemented through TIF (2006).

**Sub**

Selected partners will have expertise in strategic planning, competency modeling, HCMS implementation, PBCS development, and process improvement in an education context. This indicates that evidence-based materials and strategies will lead to improvement. Urban districts spend more than \$20,000 on each new hire. Reducing teacher turnover in the OSs is a key objective of PROUD. With stronger preparation and recruitment of new teachers, increased mentorship and support for all teachers, and higher retention of experienced teachers engaged by professional and career advancement, the applicant expects PROUD to reduce gaps in equitable access to high-performing educators in OSs. (e54-e55)

WEAKNESSES: There are no weaknesses noted for this criterion.

**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: The applicant describes multiple ways in which PROUD will build capacity to expand and improve services to the targeted population. For example, the teacher and building leader TRACS roles are likely to entice talented educators in other TPS schools to move, as well as attract new candidates to OSs. With stronger preparation and recruitment of new teachers, increased mentorship and support for all teachers, and higher retention of experienced teachers engaged by professional and career advancement, the applicant expects PROUD to reduce gaps in equitable access to high-performing educators in OSs. This cycle, when repeated throughout the grant period, will produce a thriving professional culture, increase educator effectiveness and ultimately, drive gains in student achievement. Other staff investments come in the form of teacher and building leader mentoring and coaching. This will ensure capacity is available to continue the work into the future. (e55-e56)

WEAKNESSES: There are no weaknesses noted for this criterion.

**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: The applicant describes its 5 step strategies to operate the program beyond the life of the grant funding. These include leaning on experts as contractors to develop materials, embed new processes, and implement previously-purchased technology, building capacity for quality programs by developing staff, increasing stakeholder support and communications, building the proposed project PROUD on current efforts and commitments, and utilizing data-driven decision making and examining return on investment. The proposal includes evidence of broad letters of support from educators, community organizations, businesses and the Board of Education. The applicant also indicates it will create a webpage to share information will also help share information with the broader TSL community and districts in Ohio. (e54-e57; Appendix C)

WEAKNESSES: There are no weaknesses noted for this criterion.

**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 meets this Competitive Priority as three of the eight (8) C.A.R.E. participating LEAs campuses are located within and serve students in a QOZ, thus 37.5% are located in a QOZ. The applicant provides the census tract numbers in a chart. These are EDGEWOOD MUSKEGON QOZ #2612100402 MH MLK INT QOZ #26121000402 MH ACADEMY QOZ# 2612 . (Pp. e17-e18)

The applicant proposes to incentivize teachers and principals at schools in the QOZs with an enhanced HCMS and PBCS targeted to these schools. Professional development and teacher/principal leadership and career ladder opportunities will also be offered. (Pp. e15; e25)

WEAKNESSES: There are no weaknesses noted for this Competitive Preference Priority.

**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: The applicant indicates that it has not received an active discretionary grant within the last 5 years. The applicant states it had a TIF grant in 2011. ( Pp. e19-e21; e58)

**WEAKNESSES:**

There are no weaknesses noted for this Competitive Priority.

Overall Application Impression:

The proposal has evidence of strong buy-in and was developed with significant stakeholder input. The applicant's prior TIF experience and the successful increase in student achievement over the last several years, along with the strong detail of the project design indicate that this proposal is part of a comprehensive effort likely to improve and enhance the system, create a cadre of high quality teacher and school leaders, especially in high risk schools. This is likely to result in

system change.

**Reader's Score:** 5

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**Status:** Submitted

**Last Updated:** 07/16/2020 05:16 PM