

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

Status: Submitted

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Technical Review Coversheet

Applicant: Board of Education of the City of Chicago (S374A210038)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	25
Quality of Project Design		
1. Project Design	30	27
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Resources	25	20
Sub Total	100	92
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	102

Technical Review Form

Panel #6 - TSL - 6: 84.374A

Reader #3: *****

Applicant: Board of Education of the City of Chicago (S374A210038)

Questions

Selection Criteria - Need for Project

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

General:

Overview:

The applicant effectively demonstrates a need for the proposed project by presenting data from High Need Schools, describing deficiencies within the teacher and principal professional development systems, and identifying areas for continued growth and development of their Human Capital Management System. They describe gaps, weaknesses and challenges within the educator workforce and explain how their project builds upon prior efforts to remedy the conditions across this large school district. The proposed project is clearly part of a comprehensive effort to improve teaching and learning and is appropriate to meet the needs of the schools and their students.

Supporting Statements:

Strengths:

The applicant provides relevant data that shows that across the district of 340,000 students, 63.8% are considered economically disadvantaged, coming from families with income within 185% of the federal poverty line. Most schools are Title I eligible. (pg. e22) The applicant provides a list of the High Need Schools that includes the percentage of students at each school who are eligible for the free Lunch Program. (Appendix E) Furthermore, the district-wide student body identifies as 46.7% Hispanic, 35.8% African American, 10.9% White, 4.3% Asian, and 1.3% Multiracial. High-need schools are concentrated on the city's south and west sides, and many serve predominantly Black/African American or Hispanic/Latinx students. The applicant reports that there is a persistent opportunity gap between African American, Latinx, and White students that can be addressed with the system improvements proposed by this project. (pgs. e22, e23) The provided data clearly demonstrates that the proposed project will serve and benefit students attending High Need Schools.

The applicant describes how with prior TSL funding in 2017, they successfully developed highly effective teacher recruitment pipelines and pilot systems of teacher leadership that resulted in a stronger and equitable Human Capital Management System in 63 historically hard-to-staff schools. They present a compelling argument that there are additional High Need Schools in their district that can benefit from additional TSL funding to expand the successes and report that there are many more high-need schools where students face persistent race- and gender-based gaps in opportunity. (pg.

e19) The project will continue to build on prior TSL improvement work because it is a part of a comprehensive ongoing effort in the target district and schools to improve teaching and learning and support rigorous academic standards for all students.

The applicant describes a problem where principal development is fragmented with no core curriculum for school leaders. First-year principals receive quarterly training through the Department of Principal Quality (DPQ) and monthly training from a Network Chief, however, the DPQ sessions and the Network sessions are not aligned and are inconsistent. The applicant explains that each Network Chief is responsible for the evaluation and coaching of up to 34 principals, which allows some principals to slip through the cracks. Furthermore, there is a need to update principal competencies to reflect current district priorities. (pg. e21) The proposed project will address the lack of consistency in how the district onboards its principals as they create updated principal competencies and establish core principal curriculum.

Teacher turnover rates are high in the district, with only 77% of all new CPS teachers returning to their school for another year in school year 2019, as compared to 84% of mid-career teachers, 88% of experienced teachers and 90% of veteran teachers. (pg. e23) The applicant reports that in their High Need Schools this is especially a problem that can be addressed by building a robust and diverse teacher pipeline. The project seeks to create a structured pathway for district graduates and city community members to access scholarship funds, complete college, earn their teaching credentials, and start a district career. The proposed project includes a specific focus for recruiting Candidates of Color with a goal to hire 3,000 additional Educators of Color and develop 150 aspiring Black and Latinx leaders by 2024. (pg. e24) The proposed strategies will likely improve the district's ability to recruit, hire, develop and retain a diverse educator workforce.

Addressing teacher leadership is another key project strategy. The applicant seeks to ensure that all new teachers in high-need schools have access to essential resources, including peer coaching. They report that currently, only 30 schools' benefit from the peer coaching pilot model that was built with the support of TSL2017. The project will provide critically important peer coaching to teachers in 334 more of the district's highest-need schools, thereby strengthening teaching and learning across the district. (pgs. e25, e26)

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of Project Design

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

General:

Overview:

The applicant effectively responds to the Quality of Project Design criterion and demonstrates their understanding of the criterion requirements by addressing all of the factors, including an evaluation plan that allows for ongoing performance feedback and periodic assessment of project progress. However, the applicant does not provide a clear description of how the listed research aligns with the project Rationale or planned interventions and strategies.

Supporting Statements:

Strengths:

The applicant provides a detailed Logic Model illustration depicting the inputs (including resources and achievements of the 2017 TSL grant Project), strategies, outputs, and anticipated outcomes. (Appendix A) They also provide a comprehensive bibliography listing several sources and research studies. (Appendix F.1) (pg. e34) Together, the Logic Model and the Bibliography illustrate a project Rationale that forms the foundation for the proposed strategies and activities that will be implemented to improve teaching and learning.

The applicant proposes to implement several educator and school leader system improvements, using appropriate methodological tools that will ensure successful achievement of project objectives. For example, the project will continue to expand upon work developed in a prior TSL grant to deepen and scale a robust and representative teacher pipeline, recruiting 450 high school students and matriculate 525 teaching residents to licensure in high need areas; codify, refine, and scale teacher leadership roles, adding 800 new leaders within a teacher career pathway that ensures support and opportunity at every stage of their career; develop the districtwide systems around teacher leaders that support their success, and pilot new teacher leader roles in 250 schools; and reimagine the systems for principal development and evaluation to enhance the district's principal HCMS to better support 500+ school leaders. (pgs. e18, e19) The proposed strategies are well conceived and will likely result in stronger teaching strategies and improved student academic outcomes.

To address teacher shortages, the application includes strategies for providing extra support for the hardest-to-staff schools and addressing the racial disparity between teachers and students. The project will develop a strong and accessible pipeline of teacher candidates, prioritizing a diverse educator workforce and supporting their professional growth. It will build upon the district's Teacher Residency Program to prepare 175 teachers each year. This will allow teachers-in-training to spend a full year as a full-time teacher apprentice within a district school. Residents will attend courses while working toward their Master's (MAT) degree and gain immersive clinical practice in a mentor classroom paired with critically aligned university coursework. (pgs. e29, e34, e35) Furthermore, the project will expand efforts to support over 825 mentors and their principals with mentoring to build critical skills in peer coaching and preparation for future leadership opportunities. (pg. e38, e39) These strategies are a continuation of prior work meaning that they are a part of the comprehensive district effort to improve teaching and learning. They are likely to result in improved student academic outcomes because the educators will be gaining new knowledge and skills.

The application includes a plan for having Continuous Improvement teams at each school who will review relevant data using a root cause analysis and develop an action plan with measurable indicators that are monitored and discussed periodically throughout the year, including formal Beginning, Middle, and End of Year meetings. There will be an evaluation partner who will work with key project staff to monitor progress and outcome measures using an evaluation and performance monitoring dashboard that will be developed by the evaluator. (pg. e47, e48) The proposed evaluation plan includes reasonable methods of evaluation that will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Weaknesses:

The applicant's description of the Rationale behind their proposed project lacks important details. While they include a detailed Bibliography as an appendix of the proposal package, they do not provide a thorough, high-quality review of the relevant literature, research or studies that form the foundation of their planned interventions and strategies, nor do they list or align the research with any of the strategies listed in the Logic Model. This makes it difficult to align the strategies with the studies listed in the Bibliography. (Appendix A Logic Model, Appendix F.1 Bibliography, pg. e34)

Reader's Score: 27

Selection Criteria - Quality of the Management Plan

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

General:

Overview:

The applicant presents a strong management plan that includes a comprehensive description of the Leadership Team and key project governance strategies that have been established. The plan includes a description of the key project activities and associated timeline, demonstrating their ability to achieve the project objectives on time and within budget.

Supporting Statements:

Strengths:

The applicant reports that the project will be led by the district's Talent Office and the Project Director (PD) will be fully responsible for the success of the grant. The PD is supported by the Executive Director of Educator Effectiveness who will supervise the work on the grant. The Office of Network Supports (ONS) supports the implementation of all major district initiatives and monitors schools' progress towards the achievement of the district's 5-Year Vision. ONS will collaborate for coherency in the district's approach to school support. (pg. e50, e51) Further, project leadership will use several governance structures that have specific functions related to the development and management of the Career Pathway and Teacher Pipeline work; School Supports; and the Principal Capacity Building Work to manage and provide project oversight. The applicant provides a strong description of each work group, explains the composition and role/responsibilities of each. (pg. e53) These personnel and governance structures demonstrate that there is a strong project leadership team in place that will effectively implement, monitor, and manage the proposed project.

The application includes a descriptive Management Plan that lists each key project activity, the anticipated outcomes, identifies the key personnel responsible, and includes a reasonable timeframe. (pgs. e53-e60) The plan demonstrates that the project can be effectively implemented and managed on time and within budget.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

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

General:

Overview:

The applicant demonstrates that they have adequate resources to implement, manage and monitor the proposed project by providing a comprehensive set of budget worksheets and a reasonable budget narrative. The project is designed to foster stronger school districts and schools that will be able to sustain system changes once the grant funding ends. The applicant does not provide a clear description of planned strategies or plans for securing ongoing or additional funding that would support the work of the project once the grant funding concludes.

Supporting Statements:

Strengths:

This applicant clearly demonstrates that their project expands new teacher mentors, teacher leadership, and principal development opportunities while revising structural elements of their Human Capital Management System. The project includes making significant changes and enhancements to their teacher and principal selection processes, curricula, use of and access to resources, rubrics, and competencies. The project will establish best practices for district teachers, leaders, and students because it will build local capacity to provide, improve, or expand services that address the needs of the target population. (pg. e61)

The project is clearly a part of a comprehensive effort to create sustainable changes to the educator support system within the district as it is a continuation of successful improvement efforts under earlier TSL funding. The applicant is proposing to expand the successful work to reach many more High Need Schools in their district to sustain continuous growth and development across the district. At the district level several departments will work collaboratively to align services that enable the growth of teacher leadership in at least 334 schools by the end of year 3. The applicant reports that they are intentionally designing tiered level career support for teacher leaders at different stages of their career in order to elevate the expertise of their highest performing teachers and retain them. Teachers will be able to use skills acquired through their participation in the project to help build stronger schools. Carrying HCMS skills forward, principals will sustain support for teacher leadership and school-level induction. (pg. e61)

The applicant has support for operating the project beyond the length of the grant. They demonstrate that they have support at every level of the district and city, from district teachers and principals, the Teachers Union, Board of Education and Mayor by including copies of Letters of Support. (Appendix C) (pgs. e61, e62)

The applicant includes detailed budget worksheets that depict the expenditures aligned with the proposed project interventions and strategies. They demonstrate that they have met the required matching non-federal funds and include a basic, yet sufficient budget narrative. (Appendix F) The requested budget is appropriate and sufficient to implement the project as described.

Weaknesses:

While the applicant provides several letters of support from key stakeholders and they describe many ways in which project strategies will become institutionalized, they do not provide a clear description of planned strategies or plans for securing ongoing or additional funding that would support the work of the project once the grant funding concludes. This makes it difficult to ascertain how the district can sustain the work of the project long term. (Pages not found)

Reader's Score: 20**Priority Questions****CPP1 - CPP1**

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

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

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

General:

Overview:

The applicant successfully meets the Competitive Preference Priority #1 criterion related to expanding efforts to recruit, select, prepare, support, and develop talented individuals to serve as mentors, instructional coaches, principals, or School Leaders in High-Need Schools who have the knowledge and skills to significantly improve instruction by describing a robust plan expanding their existing teacher career pipeline.

Supporting Statements:

Strengths:

The applicant proposes evidence-based strategies for improving their abilities for recruiting, selecting, preparing, supporting, and developing their educator workforce. The plan includes creating a structured pathway for district student graduates and local community members to access scholarship funds, complete college, earn teaching credentials, and start a district teaching career. To achieve these goals, the project will expand upon work developed in a prior TSL grant to deepen and scale their teacher pipeline where they will recruit 450 high school students and matriculate 525 teaching residents to licensure in high need areas; codify, refine, and scale teacher leadership roles and add 800 new leaders within the teacher career pathway. (pgs. e18, e19) The proposed strategies will likely result in the expansion of an educator workforce to include a diverse cadre of individuals who are competent and able to effectively teach the student population.

Weaknesses:

No weakness noted.

Reader's Score: 5

CPP2 - CPP2

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

General:

Overview:

The applicant presents a sufficient plan for meeting the Competitive Preference Priority #2 criteria for improving the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce. Their plan will expand recruitment strategies and development activities with a focus on attracting and hiring educators of color and other cultures to meet the diverse needs of the district.

Supporting Statements:

Strengths:

In an effort to increase educator diversity across the district, the applicant presents a comprehensive plan to use its Teachers Lead Chicago (TLC) program to develop effective strategies for recruiting, preparing and retaining a diverse cadre of educators. Their plan includes strategies to fulfill the district’s “Vision” for hiring 3,000 additional Educators of Color and developing 150 aspiring Black and Latinx leaders by 2024. (pg. e24)

In partnership with National Louis University and Relay Graduate School of Education, the applicant district launched teacher residency programs in high-need subject areas that include bilingual, dance, STEM, and special education. Recently, with additional funding they built upon those relationships and expanded the residencies to include a track for current district employees with Associate degrees, which added another strategy that helped to diversify the cadre of teachers. The applicant proposes to increase the reach and prepare 175 prospective teachers per year by 2024. (pg. e29)

The above strategies are creating effective pathways for increasing the diversity and competence of the educator workforce in the target district because the program is supporting the teachers and school leaders by providing professional development and a career pathway to incentivize their retention. (pg. e15)

Weaknesses:

No weaknesses noted.

Reader's Score: 5

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Technical Review Coversheet

Applicant: Board of Education of the City of Chicago (S374A210038)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	25
Quality of Project Design		
1. Project Design	30	27
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Resources	25	17
Sub Total	100	89
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	99

Technical Review Form

Panel #6 - TSL - 6: 84.374A

Reader #2: *****

Applicant: Board of Education of the City of Chicago (S374A210038)

Questions

Selection Criteria - Need for Project

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

General:

The applicant explained that the expansion of the human capital management system will improve efforts to recruit and retain effective teachers and principals, provide better compensation through incentives, and increase the number of teacher leader. Funding from various state and private grants will support the program efforts in implementing programs to increase teacher performance. The implementation of a rigorous curriculum along with an evidence-based rubric for assessment allows the program to address gaps and weakness in the district.

Strengths:

- (i) The proposed expansion of the human capital management system to districts in need will address gaps in services by recruiting and retaining high-quality educators (e. 25). The districts are in need of services that strengthen leadership, provide opportunities for better compensation, and create career pathways for all educators including those who are minorities (e. 19). The expansion of the human capital management system will support services associated with Multi-Classroom Leader programs, diverse teacher pipelines, in-house residency programs, and principal development and evaluations (e. 19-21).
- (ii) The proposed that will SEED grant partnership and district Title II dollars will improve relevant outcomes by providing resources address attrition, teacher residency programs, increase teacher persistence, expand leadership practices for teachers, and promote more teacher leadership roles (e. 29-30). For example, funds have been used to support the Multi-Classroom Leader program that provide monetary incentives for effective teachers to take on more leadership roles (e. 18).
- (iii) The proposed Skyline Curriculum will improve teaching and learning and support rigorous academic by providing resources and rigorous instructional practices (e. 31). The applicant explained that with this resource teachers will become better leaders with increased job performance and retention (e. 31).
- (iv) The proposed program's evidence-based rubric will address the needs of the target population by assessing the school culture, instructional leadership, and teacher leadership (e. 32-32). The outcome/information from the assessments will be used to customize services for these areas thereby improving outcomes, performance, and retention (33-34).

Weaknesses:

- (i) No weaknesses noted.
- (ii) No weaknesses noted.
- (iii) No weaknesses noted.
- (iv) No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

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

General:

The applicant presented a comprehensive discussion regarding the components of the research design as well as the research/literature to support the project. The logic model presented the activities and services aligned with the Teacher Residency Programs and other programs. The feedback component was affective due to the responses gathered through program surveys administered to staff, stakeholders, school leaders, and teachers.

Strengths:

- (i) The proposed logic model provides a rationale for the design by presenting strategies, activities, and inputs aligned with program objectives (e. 35). For example, the program will support a Teacher Residency Program where teachers serve in the role of apprentice and receive classroom instruction toward their Master's degree. Participants will be mentored and assisted throughout their course work experience (e. 35).
- (ii) The proposed research literature presented provided evidence for the implementation of program services to expand teacher pipelines, develop merit- based teacher career pathways, sustaining equitable teacher career pathway, and enhancing principal management systems (e. 40-45). The applicant explained that building strong teacher leaders will include participants being exposed to teacher mentors, teacher coaches, and curriculum that represents rigorous standards .
- (iii) The proposed Continuous Improvement teams will provide information regarding performance and progress through program evaluations and the performance monitoring dashboard (e. 45-47). The program will distribute feedback satisfaction surveys as well as track the completion of programs and services (e. 47-49).

Weaknesses :

- (i) No weaknesses noted.
- (ii) No weaknesses noted.
- (iii) The applicant did not provide a clear feed-back process to determine program effectiveness. There were several mentions of evaluations yet very little about meetings that will take place between program staff, leadership, and stakeholders regarding the results of surveys and assessments.

Reader's Score: 27

Selection Criteria - Quality of the Management Plan

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

General:

The applicant provided a management plan that met the conditions of the criteria. The applicant provided evidence of experience and expertise by key personnel working in the project. The applicant provided a clear illustration of the responsibilities by all personnel and timeframes to complete tasks.

Strengths:

The proposed current Project Director has over ten years of experience in teaching and equity public education (e. 51). The applicant noted the Executive Director of Educator Effectiveness will sponsor the project and supervise the grant management process (e. 51). The program has academic and teaching supports, mentors and coaches, career pathways work groups, a steering committee, and advisory committees (e. 51). The applicant provided a grant management schedule that includes program activities, outcomes, person responsible, and timeframes (e. 53-54).

Weakness:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

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

General:

The applicant presented and discussed an approach that would lead to improvements and system change in the district. The discussion of school pilot capital, tiered level support, and merit initiatives were important in establishing a foundation for improved teacher performance. However, it would have been helpful to discuss strategies to expand funding efforts to support the program beyond the length of the program.

Strengths

- (i) The proposed Empowered School pilot capital will lead to system change through expansion of new teacher mentors, teacher leadership, principal development opportunities, rigorous curriculum, program resources, rubrics, and competencies (e. 43).
- (ii) The proposed tiered level career support for teacher leaders will build local capacity by providing professional learning opportunities, compensation and incentives, and career advancement through merit initiatives and coursework (e. 35).
- (iii) The applicant explained that the project is supported by several entities in the city that include the mayor, teachers, principals, board of education, and teacher unions (e. 61-62).

Weaknesses:

Weakness:

- (i)
- (ii)
- (iii) The applicant did not provide a complete explanation regarding the acquisition of funding that would sustain the program beyond the length of the grant. The narrative was very vague and lacked specifics.

Reader's Score: 17

Priority Questions

CPP1 - CPP1

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

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

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

General:

Strengths:

The applicant noted several gaps and weaknesses in attracting effective teachers to the school districts. The proposed merit-based career pathways will address this issue by implementing services that place teachers on track to receive tenure in Chicago Public Schools (e.36). The proposed teacher role component is critical to addressing the professional development needs in the district by promoting multi-classroom leader roles (e. 36). These individuals are presented with

the opportunity to affect change in teacher development by acting as peer coaches (e. 25-26).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

CPP2 - CPP2

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

General:

Strengths:

The applicant discussed a great deal about professional growth and leadership for diverse educators. The proposed impact of Teacher Residency Program is noteworthy because of the apprenticeship opportunities offered to teachers (e. 35). The program is in underserved communities and therefore can be more affective in attracting teachers from diverse backgrounds (e. 35). The applicant noted that program staff will participate in outreach activities that will build and sustain a diverse teacher pipeline (e. 24). Recruitment activities will be directed at candidates of color to increase diversity in teaching and leadership (e. 24). The applicant noted these efforts in the program's five year vision plan of utilizing various resources and services to expand opportunities (e 24).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

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Status: Submitted

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Technical Review Coversheet

Applicant: Board of Education of the City of Chicago (S374A210038)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	25
Quality of Project Design		
1. Project Design	30	27
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Resources	25	17
Sub Total	100	89
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	99

Technical Review Form

Panel #6 - TSL - 6: 84.374A

Reader #1: *****

Applicant: Board of Education of the City of Chicago (S374A210038)

Questions

Selection Criteria - Need for Project

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

General:

Overview

The applicant did a good job highlighting the specific needs it seeks to address, as well as the magnitude of those. CPS provided statistics to clarify and paint a vivid picture of the impact its program will have (e.g., e. 32). Despite being able to ensure high quality teachers at 63 schools as a result of the HCMS built using TSL2017 funding, there is still a large percentage of high-need schools where students face persistent race- and gender-based gaps in opportunities throughout CPS. By citing research, CPS has drawn a clear link between developing and strategically placing educators and student achievement.

Strengths

The applicant has demonstrated need by highlighting the gap between the number of high-needs schools TSL2017 was able to serve, versus the number that remain without a sufficient number of high-quality teachers (e. 24) and/or a sufficient number of teachers and school leaders who are representative of the students they serve. The 2019 State of Illinois District Report Card for CPS reported a 37-point gap between White and Black students, and a 31-point gap between White and Latinx students on the Illinois Assessment of Readiness (e23). In order to address this need, CPS proposes to use TSL 2021 funding to hire 3,000 additional Educators of Color and develop 150 aspiring Black and Latinx leaders by 2024 (e. 24). This will have a direct impact on the stated need.

The proposed project is aimed at helping CPS develop cohesion in a fragmented system for leader selection and development, as well as to track what teachers and leaders are accessing teacher leadership roles in order to determine if there is equal access to leadership roles (e. 27) and that schools are served, at least in fair proportion, by those who are representative of the student body. Making such intentional efforts to inventory their current practices and evaluate current progress towards the goal of having more diverse educators is sure to lead to increases in diversity among the educator body.

The proposed project, in and of itself is a comprehensive effort to improve teaching and learning and it builds upon an already comprehensive system of improving teaching and learning in the district (e67). The proposed project will build upon the 2017 TSL project by applying similar principles to the 2021 grant. Using TSL21, CPS proposes to increase the capacity of and build upon the current in-house residency program (e.25) by centralizing its school-based teacher and school leader programs (e.30). Because the 2017 program proved successful, using the tenets and practices from this program is likely to facilitate success of the 2021 grant, if awarded.

While CPS has begun development of a robust system for preparation, recruitment, and selection, there is a lack of cohesiveness of professional learning and evaluation (e.21). TSL21 funds will allow CPS to calibrate and standardize selection practices, qualifications, compensation, and trainings of their teachers and school leaders. Because the proposed project will create cohesion between the district's new curriculum, leader training and selecting, it will work to meet the needs of educators by standardizing practices and ensuring appropriate supports through mentors and trainings, which all help build local capacity.

TSL21 funds will build upon ESSER (e.32), SEED grant, Title II (e. 28) and previous TSL17 funds used to begin development of their comprehensive HCMS and PD systems. Building upon existing investments increases the likelihood of future investments to support the sustainability of the project during and beyond the grant term.

The applicant cited several studies to support their proposed plan of action (e.g., e19, e21) and has provided clear measurable objectives for their project (e. 33). Both of which make it highly probable that the project will meet the identified needs of the populations.

Weaknesses:

None cited

Reader's Score: 25

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

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

General:

Overview

The project's design adequately addresses all elements of the selection criterion, except the way in which the evaluation will provide performance feedback on implementation of the project throughout the year. The proposed project is designed around a clear rationale and research base and includes a detailed logic model that aligns project activities with intended outcomes. The proposed methodological tools and overall methods of evaluation are appropriate to ensure successful achievement of project objectives.

Strengths:

CPS demonstrated a clear rationale for their project design, using research to support their planned course of action (e.g., e 37, e44). The applicant has demonstrated a link between research and their planned course of action for

implementation. For example, research shows that teachers with shared lived experiences and racial and ethnic identities as their students are more likely to hold their students to a higher standard (e35), this encourages more academically from each student and reduces the likelihood teachers will just accept the low performance of its minority students. Throughout the proposal, CPS demonstrated a comprehensive review of the relevant literature, as they cited multiple studies to support their planned course of action. Implementing a project that has a clear rationale demonstrated through the logic model, as well as a clear research basis increases the likelihood that the project will yield the positive effects intended.

Through this project, CPS will build upon prior experience implementing similar projects (e18, e28), which bolsters the probability that this project will also be successful, as it utilizes some of the same tools and objectives. In their Opportunity schools' pilot, teachers who received mentoring were 23% more likely to return to their school in year two and eighty percent of the new teacher mentors stayed in the same school the following year, with many progressing into more advanced teacher leader roles (e37). Past successes such as this increase confidence that the proposed project will lead to similar, if not better outcomes.

CPS has proposed various methods for obtaining ongoing feedback throughout the project to assess progress towards meeting program objectives (e47-50). An Evaluator and key project staff will monitor progress and outcomes, as well as long-term indicators around staff performance (e47). Some examples of data points to be used are the number of new teacher candidate's in Teaching Chicago Tomorrow program who identify as minorities and who receive special education credentials (e47); satisfaction surveys; the percent of participants on track towards completion and how many have completed the program; evaluation ratings and retention for educators participating in the program (e48). All of these measures will assist the applicant in measuring progress towards the projects proposed outcomes and increase the likelihood of ultimate success in achieving the intended objectives.

Weaknesses:

Although the applicant provided a detailed implementation plan outlining the critical steps necessary to fully develop its project (e33-47), it did not include the step-by-step task with assigned owners and due dates. Without this information, it is unclear how the project will stay on track with implementing the program as intended.

Most of the measures for providing feedback are related to the project's final outcomes, with few geared towards implementation (e47-50). Although the applicant mentions surveys to be administered to participations (e47), it makes no mention as to how often or the types of content to be included in the surveys. In order to make mid-course corrections and promote continuous improvement with implementation of the project, it is necessary to have regular feedback on Program implementation, as well as progress towards program objectives.

Reader's Score: 27

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project.

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

General:

Overview

The management plan described by the applicant is adequate to achieve the objectives of the proposed project. There is a clear timeline, roles, and responsibilities for key personnel, all of which increase the likelihood that the project will accomplish its stated outcomes within the timeframe allotted.

Strengths:

The applicant has provided a management plan (e53-e56) with clearly defined responsibilities, timelines, and milestones. Having this information clearly detailed helps ensure that all project partners have a shared understanding of needed progress and the timeline in which progress needs to have.

The management plan also includes multiple staff and program offices to help provide oversight to the program (e51-e52). The project director will provide ongoing oversight of the program and be ultimately responsible for measurement and reporting, partner relationships, budget, and timelines (e 51). Having the support of multiple offices and staff with related experience helps increase the likelihood that the project will be completed on time and within budget.

Weaknesses:

None cited.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

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

General:

Overview

The applicant has demonstrated a broad array of support for this project, however the applicant has provided limited information on how and why the project would lead to systemic change or build local capacity, other than the fact that a similar project was successful has been provided. It is also not clear what financial resources have been identified or planned to sustain the future of this project.

Strengths:

The applicant has demonstrated success with the 2017 TSL project they are seeking to scale with 2021 funding (e28). Because the applicant was successful in achieving its objectives using 2017 funds, it is very likely that increasing funding and expanding capacity could lead to an expansion of these results and ultimately greater change within the system and more wide-spread development of educators.

As part of this project, CPS is intentionally designing tiered level career support for teacher leaders at different stages of their career in order to elevate the expertise of their highest performing teachers and retain them (e61). Not only will this help build educator capacity for a group that is often forgotten (i.e. veteran teachers), it will also likely reduce teacher attrition.

Because this project is directly aligned and supported by public-facing goals outlined in the CPS Five-Year Vision to provide all new teachers with school-based induction and mentoring, expanding a teacher leadership model to all schools, creating clear pathways for leadership and growth, and strengthening investments in principals, it is possible that it could

lead to systemic change and it will likely build local capacity (e61).

Beginning on page e87, the applicant has demonstrated that the project has a broad array of support from various stakeholders at every level of the district and city of Chicago (e.g., CPS teachers and principals, Chicago Teachers Union, Board of Education, Mayor). Having support from a variety of stakeholders helps increase buy-in and increases the likelihood that the project will maintain the financial and political supports it needs to continue.

Weaknesses:

Limited justification for how and why the project would lead to systemic change and build local capacity, other than the fact that a similar project was successful has been provided (e60-61). Without such evidence, it is difficult to ascertain the true potential impact of this project.

Although it is highly likely that the program will lead to changes in the system, more evidence is needed to support that assertion.

In addition, limited information on the future financial resources to sustain this project were provided (e61-62). Without a more thorough description, it is difficult to fully ascertain whether the project will have the financial resources it needs to continue beyond the life of the grant.

Reader's Score: 17

Priority Questions

CPP1 - CPP1

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

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

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

General:

Strengths:

This project will prioritize reaching 80% of Chicago's high-needs schools (e32). Through this project, CPS will expand its efforts to recruit, retain and prepare diverse candidates for educator positions for high needs schools through its Teachers Lead Chicago (TLC) program (e18). It will also promote practices and strategies to develop and retain qualified, diverse

educators and further develop career pathways by adding teacher leader roles to schools (e18).

Weaknesses:

None cited.

Reader's Score: 5

CPP2 - CPP2

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

General:

Strengths:

The proposed project is slated to provide support and preparation strategies and practices focused on underrepresented teacher candidates in high needs schools.

In addition to using its Teachers Lead Chicago (TLC) program to recruit, prepare and retain diverse educators, teacher leader roles will help support these leaders and provide a career pathway to incentivize diverse educators to stay in the district (e15, e18).

Weaknesses:

None cited.

Reader's Score: 5

Status: Submitted

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