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

Technical Review Coversheet

Applicant: Board of Education of the City of Chicago (S336S220060)
Reader #1:   **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	111

Technical Review Form

Reader #1:   **********
Applicant: Board of Education of the City of Chicago (S336S220060)

Questions

Selection Criteria - Quality of Project Design

1. **A. Quality of the Project Design (30 points)**

   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 goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
   (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 reflects up-to-date knowledge from research and effective practice.
   (v)   The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
   (vi)   The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

   Strengths:

   (i) The applicant's rationale for providing a strong program of teacher preparation services is carefully crafted and takes into account prior experience gained from Teach Chicago, Teacher Residency, and Teach Chicago Tomorrow (pg. e19). Research supports the incorporation of other elements, such as high-quality pre-service teaching experiences, which aid in recruitment and retention (pg. e20). In addition to research, the narrative is inclusive of local data demonstrating that there are shortages of highly effective educators and leaders in hard-to-staff schools (pg. e27).

   (ii) Goals, objectives, and outcomes are clearly delineated and address issues as identified within the rationale section. Five objectives are described centered around improving and expanding the teacher preparation program in an effort to diversify the educator workforce. Associated outcomes include increasing the number of student teachers in low-income schools by 20% each year and increasing the number of new teachers retained in the target district by 20%. (pg. e32). A tiered, collaborative approach is outlined. (pgs. e35-36)

   (iii) It is evident that the proposed project is part of a collaborative effort to improve teaching and learning and support rigorous standards. Specifically, the applicant district and institutional partners have worked together to align educational standards with district practices (pg. e40). These efforts should result in addressing many issues identified with student-teacher preparation.

   (iv) The project design is rooted in research and is reflective of current trends in the field. Current data indicates a need for a focus on improving pre-service teacher experiences (pg. e42), hence the applicant's responsive model. Several studies demonstrate that there is much work to be done in preparing potential teachers, especially those of color, to teach in hard-to-staff schools.

   (v) There are numerous feedback mechanisms within the project design that allow for continuous improvement. The applicant thoroughly outlines data collection efforts related to this. In particular, data collected during Year 1 of implementation will be applied to Years 2-5 of implementation. Regular meetings will be held with all stakeholders for planning purposes. (pgs. e43-e44)

(vi) The applicant provides convincing evidence that the project will build capacity and yield ongoing results. Professional development will continue to have long-lasting impacts on the teacher candidates and current teachers. In addition, the positive experiences of student teachers should yield results as demonstrated by them teaching in the targeted service area. (pg. e44)

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. B. Quality of the Project Evaluation (20 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project.
In determining the quality of the evaluation, the Secretary considers the following factors:

(i)   The extent to which the methods of evaluation will provide valid and reliable
performance data on relevant outcomes.
(ii)   The extent to which the methods of evaluation are thorough, feasible, and appropriate
to the goals, objectives, and outcomes of the proposed project.

Strengths:

(i) The applicant presents a robust plan of evaluation that thoroughly assesses the success of the project. Data collection and progress monitoring will be a joint effort between the district and the participating universities (pg. e44). The project evaluation will utilize several methods of evaluation including demographic data (pg. e45), academic performance data, REACH teacher evaluations (pg. e46), 5Essentials Surveys, and standardized test scores (pg. e47).

(ii) The methods of evaluation (REACH evaluations) are research-based and are familiar to district stakeholders (pg. e49). The evaluations are feasible due to their current use in schools

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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 adequacy of support, including facilities, equipment, supplies, and other resources,
from the applicant organization or the lead applicant organization.
(ii)   The extent to which the budget is adequate to support the proposed project.
(iii)   The extent to which the costs are reasonable in relation to the objectives, design, and

potential significance of the proposed project.

(iv) 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.

(v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

(i) The applicant provides persuasive evidence of support via the provision of appropriate facilities, equipment, supplies, and other resources. Specifically, the applicant indicates that they will provide classroom facilities, equipment, supplies personnel support, and office and meeting space (pg. e54). Matching funds indicate support related to resources such as personnel, equipment, and supplies.

(ii) The proposed budget is comprehensive to support implementation. Most federal expenditures are allocated toward staffing costs and stipends for other participants such as CTs and teacher leaders (pg. e53). Other costs necessary to support the project are outlined.

(iii) Proposed costs are reasonable in comparison to the objectives, design, and significance of the project. Given that the project will result in 3,000 new educators, an investment of $6,0007,327 (pg. e52) is justified. The proposed costs were carefully considered to ensure all elements of the project design are addressed. In addition, the reform of the teacher preparation curriculum will yield long-term results that lead to increased teacher diversity and significant impacts on students who benefit from well-prepared educators.

(iv) Sustainability efforts are indicated, with the applicant relying heavily on their ability to secure federal funding (pg. e53). Letters of support and contractual documents provide extensive detail related to the commitments on behalf of the partner (pgs. e 101-206).

(v) Each of the three partnering institutions are an integral contributor to the success of the project due to their provision of tangible and human capital resources (pgs. e54-55).

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

1. D. Quality of the Management Plan (20 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of management plan for the proposed project, the Secretary considers the following factors:

(i)   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.
(ii)   The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

(i) It is evident that prior experience contributed greatly to the creation of the management plan. Program responsibilities are clearly defined, which assure that all stakeholders understand their role in supporting the project (pgs. e56-60). Staff that are responsible for implementation include the Chief Talent Officer, Deputy Chief Talent Officer, Program Manager, and Director of Teacher Pathways, among others. A timeline is identified for activity components related to the priorities during year one of implementation. (pgs. e60-65).

(ii) Feedback procedures are clearly detailed and should result in continuous improvement efforts. Specific feedback methods include survey data, retention data, standardized scores and retention data. In addition, meetings will be held to discuss results and provide modifications. (pg. e65)

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Increasing Educator Diversity (Up to 4 points).

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 both of the following:

a)   High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under Title III and Title V of the HEA) that include one year of high-quality clinical experiences)prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates.
b)   Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.

Strengths:

(a) N/A

(b)The project has a strong plan to hire 3,000 Educators of Color and develop 150 Black and Latinx teachers into leaders by 2024 (pg. e22). To accomplish this, the project's reformed educator preparation program creates pathways to teacher leadership that prioritize growth and development. Teachers will be placed at historically hard-to staff schools. Support mechanisms for the diverse population will include affinity groups for Black and Latinx pre-service teachers (pg. e23)

Weaknesses:

No weaknesses noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

1. **Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 3 points).**

   Projects that are designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

   Strengths:

   It is evident that the applicant actively seeks to diversify the educator workforce and seeks the number of teachers with certifications in shortage areas. In particular, the applicant notes significant decreases in Special Education and Bilingual Education professionals (pg. e24). The applicant will build upon current successes in preparing a diverse workforce by increasing the number of educators of color by 10% each year. It is also anticipated that teachers of color in hard-to-staff schools will increase by 10% and those accepting positions in critical shortage areas will increase by 10% each year (pg. e24).

   Weaknesses:

   No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. **Meeting Student Social Emotional, and Academic Needs (Up to 2 points).**

   Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through creating a positive, inclusive, and identity-safe climate at institutions of higher education, through one or more of the following activities:

   a)   **Fostering a sense of belonging and inclusion for underserved students.**
   b)   **Implementing evidence-based practices for advancing student success for underserved students.**

   Strengths:

   (a) The competitive preference priority is comprehensively addressed. Specifically, the applicant will create a safe, inclusive environment by promoting creating a positive, inclusive, identity-safe climate for students and student teachers. This includes selecting more students of color and providing support in various ways, such as affinity groups.

   (b)In regards to implementing evidence-based practices, the applicant will improve training supports rooted in the district's equity framework, cultural competency, and antiracism (pg. e25). Given the focus on cultivating a sense of belonging and inclusion, student teachers may inspire students who desire to become teachers as a result of better personal and academic outcomes.

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

1. **Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2 points).**

   Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

   a)   In one or more of the following educational settings:
      (1)   Early learning programs
      (2)   Elementary school.
      (3)   Middle school
      (4)   High school
      (5)   Career and technical education programs.
      (6)   Out-of-school-time settings.
      (7)   Alternative schools and programs.

   b)   That examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

   Strengths:

   (a) The project demonstrates that strategies are in place that successfully promote equity in student access to educational resources and opportunities. The main mechanism is by increasing the number of student educators of color, which should lead to culturally relevant and representative staffing (pg. e25). This promotes equity in collaboration with the district's Opportunity School Strategy.

   (b) The applicant has thoroughly examined the sources of inequity in the district, hence their response in committing to increasing the diversity of the educator workforce. The Pre-Service Teaching program serves to enhance teaching outcomes due to underserved students being taught by teachers who reflect their background (pg. e25). Teacher candidates will be trained in an equity framework, cultural competency, and antiracism.

   Weaknesses:

   No weaknesses noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

1. **Partnership Grants for the Establishment of Grow Your Own Programs**

   Projects that establish Grow Your Own programs that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders

in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.

Strengths:

No strengths noted.

Weaknesses:

Not applicable.

Reader's Score: 0

Status: Submitted
Last Updated: 06/06/2022 03:22 PM

Technical Review Coversheet

Applicant: Board of Education of the City of Chicago (S336S220060)
Reader #2:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	111

Technical Review Form

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

Applicant: Board of Education of the City of Chicago (S336S220060)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of the Project Design (30 points)

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 goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
(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 reflects up-to-date knowledge from research and effective practice.
(v)   The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
(vi)   The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Strengths:

(i) The rationale for the project is thoroughly detailed to support the project design (pages e26-e32). Specifically, the applicant identifies reasons for increasing the number of teachers within its school district. For example, in school year 2019, only 77% of all new teachers returned to their school for another year, compared to 84% of mid-career teachers, 88% of experienced teachers and 90% of veteran teachers. Additional teachers are needed for hard-to-staff schools.

(ii) The narrative clearly details the goals, objectives and activities that support goals of the project (pages e32-e44) supported by measurable and specific objectives. Activities are clearly defined for each objective demonstrated in a clear logic model with inputs, outputs and outcomes. For example, the applicant's goal is to equitably place student teachers throughout the district to ultimately result in an increase of student teachers in low-income schools by 20% each school year.

(iii) The applicant provides a clearly detailed narrative within its goals and objectives to encompass activities to build teaching and learning and student success specifically by describing in detail the activities that support the objectives within the project design (pages e39-e41). For example, the applicant will strengthen its pre-service programs. As an example, during their course of study, candidates learn the principles of child development that affect teaching and learning, different instructional and evaluative methods and their historical and theoretical foundations, methods for teaching content and skills in a supportive learning environment, how to incorporate technology into practice, and techniques for developing curriculum and lesson plans.

(iv) The narrative is robust for reflecting up-to-date research and effective practice to support the project design (pages e41-e43). The applicant provides recent supporting research. For example, Sutcher, Darling-Hammond & Carver-Thomas, (2016) support the administration of pre-service programs. This and other research is presented to underscore the need for the project design to provide pre-service experiences for students of color.

(v) The narrative is convincing to describe how the applicant will provide feedback and continuous improvement (pages e43-e44). Feedback takes place with adequate frequency to inform project leaders. For example, regular meetings will

occur during Year 1 to convene on equity targets and to create a 5-year strategic plan to achieve these goals. Each plan will include accountability tools that we will revisit annually.

(vi) The narrative is compelling for building capacity and ensuring sustainability (pages e43). For example, the applicant will build capacity within future teacher leaders which result in personnel who can train other teachers.

Weaknesses:

(i) No weaknesses noted.

(i) No weaknesses noted.

(iii) No weaknesses noted.

(iv) No weaknesses noted.

(v) No weaknesses noted.

(vi) No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. B. Quality of the Project Evaluation (20 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.
(ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Strengths:

(i) The methods of evaluation are extensive to provide valid and reliable performance data on relevant outcomes showing specific measures, frequency for measurement, and persons responsible for conducting the research (pages e44-e49). For example, project managers and IHE partners will monitor teacher achievement with instruments that will measure their impact on student performance and growth. Additionally, the applicant provides quantitative and qualitative methodology for collecting such data.

(ii) The methods of evaluation are extensively thorough and feasible for the goals, objectives and activities (pages e47-e49). The plan includes gathering data in both qualitative and quantitative form. The applicant will administer surveys for participants. The applicant will also use it current assessments.

Weaknesses:

(i) No weaknesses noted.

(ii) No weaknesses noted.

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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 adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
(ii)   The extent to which the budget is adequate to support the proposed project.
(iii)   The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.
(iv)   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.
(v)   The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

(i) The plan is convincing to provide facilities, equipment and supplies to support the project (page e49-e52). The applicant provides both facilities as well as financial resources. Specifically, the district and partners provide facilities including schools and offices to carry out grant activities. The district will additionally supply new pairing/matching system for teachers, cooperating and pre-service, investments in salaries and benefits.

(ii) The budget is inclusive to cover the cost of project activities (page e52-e53). For example, the budget covers the cost of personnel who will be delivering the project activities. For example, the applicant will hire five new full-time employees: a Program Manager, serving as the Project Director; 2 Induction Specialists, 1 Operations Specialist, and a Project Coordinator. Additionally, funds are provided by partners. The program has a 100% match.

(iii)Costs are reasonable to the project design and project objectives (page e52-e53). Cost are aligned with institutional amounts and provide explanations.

(iv) The plan is clearly defined for extending beyond the grant funded period (pages e53-e54). As the activities are conducted, it is expected that program activities will be institutionalized. For example, the applicant has institutionalized past grant funded projects that related to teacher development.

(v) The demonstrated extensive commitments of reach of the partners are sufficient and relevant for the project (pages e54-e55). The list of partners along with their financial contributions are to ensure support for teacher candidates who will attend their institution as well as continuing the partnership. Letters of commitments are provided for each partner (Appendix).

Weaknesses:

(i) No weaknesses noted.

(ii) No weaknesses noted.

(iii) No weaknesses noted.

(iv) No weaknesses noted.

(v) No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

1. D. Quality of the Management Plan (20 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of management plan for the proposed project, the Secretary considers the following factors:

(i)   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.
(ii)   The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

(i) The detailed management plan includes a list of personnel and their qualifications (pages e56-e63). Staff at each of the IHEs are identified to work with the project. A thorough timeline is provided to describe activities for personnel designated. Milestones are included.

(ii) Detailed mechanisms for feedback and continuous improvement are described within the project design (pages e26-e63). For example, the applicant is providing ongoing feedback through surveys and other means.

Weaknesses:

(i) No weaknesses noted.

(ii) No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Increasing Educator Diversity (Up to 4 points).

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 both of the following:

a)   High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A

Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under Title III and Title V of the HEA) that include one year of high-quality clinical experiences)prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates.

b)   Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.

Strengths:

(a) The applicant clearly addresses this competitive preference priority as it's partners serve a target area of minority serving institutions. The partnership will implement a project that has wide ranging affects on both rural and urban high need schools (pages e21-e22). The plan of the local school district (the lead applicant) is to hire 3,000 additional Educators of Color and develop 150 aspiring Black and Latinx teachers into leaders by 2024. The program will create the pathways to teacher leadership that prioritize growth and development, with the intention to best serve students in high-needs schools.

(b) The applicant clearly addresses this competitive preference priority as the activities within the program reforms teacher preparation program so improve the diversity of teach candidates (page e21). Specifically, the applicant's program will impact a total of 300 students to add to the teacher workforce.

Weaknesses:

(a) No weaknesses noted.

(b) No weaknesses noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

1. **Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 3 points).**

   Projects that are designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

   Strengths:

   The applicant substantially addresses this competitive preference priority (pages e23-e24) by increasing the percentage of well-prepared, diverse, and effective educators serving students. Specifically, the applicant will provide high-quality preparation for pre-baccalaureate candidates through an addition of a pre-service program to target students.

   Weaknesses:

   No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. **Meeting Student Social Emotional, and Academic Needs (Up to 2 points).**

   Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through creating a positive, inclusive, and identity-safe climate at institutions of higher education, through one or more of the following activities:

   a) **Fostering a sense of belonging and inclusion for underserved students.**
   b) **Implementing evidence-based practices for advancing student success for underserved students.**

   Strengths:

   (a) The applicant clearly addresses this competitive preference priority (page e25) by implementing social, emotional, and academic needs activities as part of its framework. Activities include 1) creating a positive, inclusive, and identity-safe climate at institutions of higher education; 2) fostering a sense of belonging and inclusion for underserved students; 3) implementing evidence-based practices for advancing student success for underserved students; and 4) improving training supports rooted in CPS' equity framework, cultural competency and antiracism.

   (b) The applicant clearly provides SEL activities by increasing the number of relationships with persons who identify with students (page e25). Additionally, students teachers will come from the surrounding area and thus have experience serving students with high needs. With the district's 340,000+ students, 69.8% live within 185% of the federal poverty line, the majority of schools are Title I eligible, and the student body identifies as 35.8% Black/African American, 4.3% Asian, 46.7% Hispanic/Latinx, 1.3% Multi-Racial, and 10.9% White. High-need schools are concentrated on the city's south and west sides, and many serve predominantly Black/African American or Hispanic/Latinx students.

   Weaknesses:

   (a) No weaknesses noted.

   (b) No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

1. **Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2 points).**

   Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

   a) **In one or more of the following educational settings:**
   (1) **Early learning programs**
   (2) **Elementary school.**
   (3) **Middle school**
   (4) **High school**

    (5)   Career and technical education programs.
    (6)   Out-of-school-time settings.
    (7)   Alternative schools and programs.

    b)   That examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

Strengths:

(a) The narrative well defines the criteria for working with all grades. The applicant local school districts within the Chicago Public School district. Supporting data is provided for demographic. The applicant describes the shortages for schools in the target area thus serving all students in all grades (page e21).

(b) The project clearly addresses the program practices through this program in its entirety and provides well researched practices that will be impactful for making changes (pages e17-e65). The applicant summarizes key aspects and expands existing program to for P-STEP. This will expand the applicant's effort in addressing inequities in the target school district and assist with long-term placement of teachers.

Weaknesses:

(a)No weaknesses noted.

(b)No weaknesses noted.

Reader's Score: **2**

Invitational Priority - Invitational Priority

1. Partnership Grants for the Establishment of Grow Your Own Programs

    Projects that establish Grow Your Own programs that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.

Strengths:

The applicant clearly promotes a "Grow Your Own" culture to meet the requirements of the Invitational Priority. The overall narrative fully explains how the program will address shortages of teachers in high-need areas, schools, and geographic areas such as the greater Chicago area. Furthermore, the applicant does describes, in detail, how it will address the shortage of school leaders in high-need schools and increase the diversity of qualified individuals entering the teacher, principal of other school leader workforce. Thus, the applicant addresses this Invitational Priority.

Weaknesses:

No weaknesses noted.

Reader's Score: **0**

Status: Submitted

Last Updated: 06/07/2022 11:30 AM

Technical Review Coversheet

Applicant: Board of Education of the City of Chicago (S336S220060)
Reader #3:   **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	111

Technical Review Form

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

Applicant: Board of Education of the City of Chicago (S336S220060)

Questions

Selection Criteria - Quality of Project Design

1. **A. Quality of the Project Design (30 points)**

   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 goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
   (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 reflects up-to-date knowledge from research and effective practice.
   (v)   The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
   (vi)   The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

   Strengths:

   (i) The application provides a description on how the proposed project demonstrates a rationale. The applicant provides a logic model, demonstrating the project rationale, and the relationship between the objectives, inputs, strategies, outputs, and outcomes. The applicant describes the proposed project, Pre-Service Teaching Equity Project (P-STEP), that is intended to redesign and improve the Pre-Service Teaching (PST) program to address teaching shortages and to diversify the teaching corps (pgs. e14; e32-e33; Appendix C).

   (ii) The application clearly describes goals, objectives, and outcomes to be achieved by the proposed project that are clearly specified and measurable. The applicant describes project goals, objectives, and outcomes that are thoroughly described and measurable. The five objectives include the following: Objective 1:Improve and expand upon pre-service teaching experiences; Objective 2: Equitably place student teachers throughout the Chicago Public Schools (CPS); Objective 3: Improve the experience and efficiency of pre-service teacher preparation; Objective 4: Improve the recruitment, training, and retention of experienced classroom teachers of color; and Objective 5: Streamline efforts with other Talent Office projects to ensure pre-service educators from underrepresented groups who are studying high-needs subject areas accept pre-service teaching placement and FTE at hard-to-staff CPS schools. Each of these objectives is aligned with specific and measureable outcomes. The applicant presents a project matrix that aligns each strategy/input, outcome, timeline, objectives addressed, and measurement (pgs. e33-e39).

   (iii) The applicant demonstrates how the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The applicant demonstrates that all pre-service teacher experience begin with strong pre-service preparation programs. The high-quality pre-service preparation in the partners' colleges of education integrates pedagogy, classroom practice and teacher mentoring. The applicant describes its theory of change that by recruiting diverse and committed candidates into high-quality preparation programs and providing cooperating teachers (CTS) professional growth and leadership pathways, the district and its partners can create and sustain a long-term pipeline of strong educators and leaders for educational change across the district (pgs. e39-e42).

   (iv) The applicant clearly describes the design of the proposed project that reflects up-to-date knowledge from research

and effective practice. The applicant demonstrates that the proposed project reflects current research and effective practices, taking into account the following questions: Why do we need to focus on pre-service teaching; and what inputs improve the pre-service educator learning experience. The applicant describes one study focused on the experiences of student teachers of color, that found that almost all participants noted mentorship, coaching and advisory supports were imperative for a positive experience; and almost all participants noted relationships between themselves and host teachers greatly impacted their experience (Schepeler 2021). Additionally, research finds that the presence of student teachers positively affects student achievement (Goldhaber, 2018) (pgs. e42-e43).

(v) The applicant provides clear performance feedback and continuous improvement that are integral to the design of the proposed project. The CPS will work closely with each of the IHEs to create strategic plans toward meeting equity targets. The partners have agreed to both equity-based policies. Regular meetings will occur during Year 1 to convene on equity targets and to create a 5-year strategic plan to achieve these goals. Each plan will include accountability tools that will be revisited annually. The pre-service student teachers and cooperating teachers will have continuous opportunities to provide feedback on training, and experience. The student teachers and cooperating teachers will have en-of-program surveys. The data collection and best practice research around improving the pre-service training experience at CPS will begin in Year 1.The learning will be scaled and applied to work in Years 2-5. The baseline data will inform objectives and outcomes for Years 2-5. The applicant demonstrates that the Talent Office and Office of Teaching and Learning will partner with three IHEs to pilot an equitable student-teaching pilot in SY23. The pilot will target 100 student teachers and 100 CTs. The pilot will test strategies for overcoming common challenges for equitable student teaching placement and strong, positive student teaching experiences. The project staff will hold quarterly meetings with IHE partners to discuss progress toward goals and to work on continuous improvement plans (pgs. e43-e44).

(vi) The applicant demonstrates how the proposed project is designed to build capacity and
yield results that will extend beyond the period of Federal financial assistance. The proposed project prepares teachers at many levels to develop and grow in their practice. As student teachers receive positive experience, they will accept offers at CPS and continue to serve students beyond their student teaching. The proposed project ensures that teacher leaders will have the knowledge and development necessary to train future teachers. The project ensures that the more teachers at CPS are equipped to support students, the more likely they will stay as teachers within the CPS district (pg. e44).

Weaknesses:

(i) No weaknesses were noted.

(ii) No weaknesses were noted.

(iii) No weaknesses were noted.

(iv) No weaknesses were noted.

(v) No weaknesses were noted.

(vi) No weaknesses were noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. **B. Quality of the Project Evaluation (20 points)**

   The Secretary considers the quality of the evaluation to be conducted of the proposed project.

In determining the quality of the evaluation, the Secretary considers the following factors:

(i) **The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.**
(ii) **The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

Strengths:

(i) The applicant demonstrates that the methods of evaluation will provide valid and reliable performance data on relevant outcomes. The applicant provides a clear plan to monitor progress toward objectives and measurable benchmarks, and to evaluate program impact. The progress monitoring is a joint effort that coordinates both university data and assessments and CPS-led data collection and assessments and will include ongoing tracking of student teachers, attrition, successful completion and placement at CPS schools, and retention within their school and the district, aligned with project goals. The evaluation will begin with formative assessments to establish baselines. The applicant clearly describes the formative and summative evaluation process and the collection and analysis of quantitative and qualitative data (pgs. e44-e49).

(ii) The applicant clearly describes how the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The applicant provides a comprehensive evaluation plan with each category (outcome) aligns with measures, responsible personnel, and frequency. The project evaluators will analyze the results using comparison data between student teachers and other new teachers within the district, student outcomes in P-STEP teachers' classrooms versus outcomes of students taught by other new teachers, between CTs and other similar teachers, or between Opportunity Schools compared to other high-nee schools. The applicant will use REACH research-based evaluation, a strategy that is already in place and a part of school practice and school budgets across the district (pgs. e44-e49).

Weaknesses:

(i) No weaknesses were noted.

(ii) No weaknesses were noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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 adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.**
(ii) **The extent to which the budget is adequate to support the proposed project.**
(iii) **The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**
(iv) **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.**
(v) **The relevance and demonstrated commitment of each partner in the proposed project to**

the implementation and success of the project.

Strengths:

(i) The applicant clearly describes the adequacy of support, including facilities, equipment, supplies, and other resources, from the lead applicant organization. The lead applicant, Chicago Public Schools, has committed to providing significant resources equal to the required 100% cost-share/match requirement in accordance with the TQP program requirements. The district and partners will provide facilities including schools and offices to carry out grant activities. The district will supply new pairing/matching system for teachers, cooperating and pre-service, investments in salaries and benefits for everyone listed in the employee section (pgs. e49-e52).

(ii) The applicant describes a detailed budget to support the proposed project. The application describes a comprehensive and detailed line item budget and budget justification for the following line items: personnel, fringe benefits, supplies, contractual, and indirect costs. The applicant requests $6,007,327 for federal funding to launch P-STEP (pgs. e52-e53; e226-e246).

(iii) The applicant provides costs that are reasonable in relation to the objectives, design, and potential significance of the proposed project. The applicant describes how the various line item costs are related to the design and the potential significance of the proposed project (pgs. e52-e53; e226-e246).

(iv) The applicant demonstrates that it has the resources to operate the project beyond the length of the grant. The CPS' Talent Office has demonstrated a history of receiving federal funding for initiatives and has frequently been able to sustain that funding. The applicant provides an example of how CPS has been able to sustain a project beyond the length of a prior grant and will use the same method to sustain this funding. By continuing to support the same work through local funding including the focused work in distributed leadership in Opportunity Schools, teacher residencies, and other elements of teacher leadership (pgs. e53-e54).

(v) The applicant describes the relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. The applicant demonstrates that the level of support from CPS' CEO, the partner IHEs, and the participating principals at high-need schools is evidenced through letters of support and commitment; and MOUs reflect the commitment and partnership of each partner IHE. The applicant provides the relevance and demonstrated commitment of the Project Partners within the eligible partnership including: Chicago Public Schools (CPS), Lead Applicant, High-Need LEA; Gage Park High School and McAuliffe Elementary School, High-Need Schools within the High-Need LEA; Chicago State University (CSU), partner Institution of Higher Education (IHE), including their College of Education and College of Arts and Sciences; Northeastern Illinois University (NEIU), partner IHE; and DePaul University, partner IHE (pgs. e54-e55).

Weaknesses:

(i) No weaknesses were noted.

(ii) No weaknesses were noted.

(iii) No weaknesses were noted.

(iv) No weaknesses were noted.

(v) No weaknesses were noted.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

1. D. Quality of the Management Plan (20 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of management plan for the proposed project, the Secretary considers the following factors:

(i)   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.
(ii)   The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

(i) The applicant describes a detailed 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 qualifications and the roles and responsibilities of the key personnel and the Talent Office. The applicant provides a clear management plan including the goals aligned with activities, outcomes, personnel responsible, and timeframe (pgs. e56-e65).

(ii) The applicant describes an adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. The applicant demonstrates the procedures used for ensuring feedback and continuous improvement in the operation of the proposed project are the 1- and 3-year retention rates within schools and within the district, principal satisfaction
surveys, teacher vacancy rates, 5Essentials survey data, SQRP scores, rates of STs accepting
FTE positions, and the retention rate of STs to FTEs (pg. e65).

Weaknesses:

(i) No weaknesses were noted.

(ii) No weaknesses were noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Increasing Educator Diversity (Up to 4 points).

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 both of the following:

a)   High-quality, comprehensive teacher preparation programs in Historically Black

Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under Title III and Title V of the HEA) that include one year of high-quality clinical experiences)prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates.

b)   Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.

Strengths:

Overview:

The applicant clearly addresses Competitive Preference Priority 1: Increasing Educator Diversity. The applicant proposes to build a diverse teacher pipeline, with a specific focus on recruiting candidates of color.

(a) N/A

(b) The applicant clearly addresses Competitive Preference Priority 1: Increasing Educator Diversity. The applicant describes reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators. The applicant aims to reach this priority through 1) increasing the number of incoming teachers of color by 10% each year by improving completion rates among Black and Latinx pre-service educators, and by becoming a district where our student teachers have an excellent pre-service training program; increasing the number of pre-service teaching professionals of color serving in hard-to-staff CPS schools by 10% each year; and by increasing the number of Special Education and Bilingual teachers accepting FTEs with hard-to-staff CPS schools by 10% each year (pgs. e21-e22).

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Weaknesses:

(a) N/A

(b) No weaknesses were noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

1. **Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 3 points).**

   Projects that are designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

   Strengths:

   Overview:

   The applicant clearly addresses Competitive Preference Priority 2: Supporting a Diverse Educator Workforce and

Professional Grow to Strengthen Student Learning.

The applicant clearly addresses Competitive Preference Priority 2: Supporting a Diverse Educator Workforce and Professional Grow to Strengthen Student Learning. For example, the proposed project, P-STEP, is designed to increase the proportion of well-prepared, diverse, and effective educators serving underserved students, through increasing the number of teachers with certification in identified shortage areas (dual language, special education). The proposed project will partner with IHEs to recruit pre-service teachers with certification or dual certification in a shortage area and/or advanced certifications. The applicant reports that with recent state initiatives such as Universal Pre-K and the adoption of an Arts Indicator into the ESEA state plan, there is added urgency to recruit and retain high-quality educators in Early Childhood and Arts Education. The proposed project aims to reach this priority through increasing the number of incoming teachers of color by 10% each year by improving completion rates among Black and Latinx pre-service educators, and by becoming a district where our student teachers have an excellent pre-service training program; increasing the number of pre-service teaching professionals of color serving in hard-to-staff CPS schools by 10% each year; and by increasing the number of Special Education and Bilingual teachers accepting FTEs with hard-to-staff CPS schools by 10% each year (pgs. e23-e24).

Weaknesses:

No weaknesses were noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. **Meeting Student Social Emotional, and Academic Needs (Up to 2 points).**

   Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through creating a positive, inclusive, and identity-safe climate at institutions of higher education, through one or more of the following activities:

   a)   Fostering a sense of belonging and inclusion for underserved students.
   b)   Implementing evidence-based practices for advancing student success for underserved students.

   Strengths:

   Overview:
   The applicant clearly addresses Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs.

   (a) The applicant clearly addresses Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs. The proposed project is designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through: creating a positive, inclusive, and identity-safe climate at institutions of higher education; fostering a sense of belonging and inclusion for underserved students; implementing evidence-based practices for advancing student success for underserved students; and improving training support in CPS' equity framework, cultural competency and anti-racism. The applicant describes fostering a sense of belonging and inclusion for underserved students (pgs. e24-e25).

   (b) The applicant clearly describes implementing evidence-based practices for advancing student success for underserved students. The applicant provides research showing that students with teachers of the same racial background benefit from teachers' high expectations, experience fewer disciplinary referrals, and achieve better academic

outcomes (Padamsee et al., 2017; Partelow et al., 2017) (pgs. e24-e25).

Weaknesses:

(a) No weaknesses were noted.

(b) No weaknesses were noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

1. **Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2 points).**

   Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

   a)   In one or more of the following educational settings:
   (1)   Early learning programs
   (2)   Elementary school.
   (3)   Middle school
   (4)   High school
   (5)   Career and technical education programs.
   (6)   Out-of-school-time settings.
   (7)   Alternative schools and programs.

   b)   That examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

   Strengths:

   Overview:
   The applicant clearly addresses Competitive Preference Priority 4: Promoting Equity in Student Access to Educational Resources and Opportunities

   (a) The applicant clearly addresses Competitive Preference Priority 4: Promoting Equity in Student Access to Educational Resources and Opportunities. The applicant demonstrates a project designed to promote educational equity and adequacy in resources and opportunity for underserved students. P-STEP is designed to promote educational equity and adequacy in resources and opportunity for underserved students. The proposed project will increase the number of student educators of color who complete pre-service teaching and student teaching at hard-to-staff schools, which will eventually lead to more FTE educators at hard-to-staff schools (pgs. e25-e26).

   (b) The applicant examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students (pgs. e25-e26).

Weaknesses:

(a) No weaknesses were noted.

(b) No weaknesses were noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

1. **Partnership Grants for the Establishment of Grow Your Own Programs**

   Projects that establish Grow Your Own programs that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.

   Strengths:
   Overview:
   The applicant did not address the Invitational Priority: Grow Your Own.

   N/A

   Weaknesses:
   N/A

   Reader's Score: 0

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Status: Submitted
Last Updated: 06/06/2022 03:27 PM