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

Technical Review Coversheet

Applicant: Charlotte-Mecklenburg Schools (S374A230019)
Reader #1:   **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Need for Project			
1. Need		20	20
Quality of Project Design			
1. Project Design		25	25
Quality of the Management Plan			
1. Management Plan		25	25
Adequacy of Resources			
1. Resources		30	30
	Sub Total	100	100
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority 1			
1. Promoting Equity		5	5
Competitive Preference Priority 2			
1. Diverse Workforce		5	5
	Sub Total	10	10
	Total	110	110

Technical Review Form

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

Applicant: Charlotte-Mecklenburg Schools (S374A230019)

Questions

Selection Criteria - Need for Project

1. **Need for Project (20 points)**

   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.

   Strengths:

   MultiClassroom Leaders can increase the diversity of the pipeline of teachers in high needs schools as the teams include paraprofessionals and teacher residents. (e15)

   The project builds on the Teacher Leader Pathway, a program that has extended to a majority of the schools. (e19)

   Weaknesses:

   No weaknesses were noted.

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. **Quality of the Project Design (25 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 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.

Strengths:

Effective teachers will have career advancement opportunities to extend their reach to more students. (e31)
A focus of the evaluation will be on the extent to which implementation of these models improves teacher retention. (e38)

Weaknesses:

No weaknesses were noted.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. **Quality of the Management Plan (25 points)**

   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.

   Strengths:

   Successes learned from the Teacher Leadership Pathways has led to Opportunity Culture staffing design being implemented in 114 schools in the district. (e41)

   Weaknesses:

   No weaknesses were noted.

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. **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 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.

   Strengths:

   The partnership with Public Impact helped launch the Opportunity Culture program in 2013-2014, beginning in 21 pilot schools. Since then, 94 additional schools design and implement Opportunity Culture plans. (e46-e47)

Weaknesses:

No weaknesses were noted.

Reader's Score: 30

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. **Competitive Preference Priority 1:**
   Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 5 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)   Elementary school.
   (2)   Middle school.
   (3)   High school.
   (4)   Career and technical education programs.

   b.   That examines the sources of inequity and inadequacy and implement responses, and that may include one or more of the following:
   (1)   Increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-or-field, and novice teachers compared to their peers.
   (2)   Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.

   Strengths:

   Principals' roles change fundamentally as they move into a distributed leadership model in which teacher-leaders work alongside them. (e25)

   Weaknesses:

   No mention of equity is clear in this priority.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. **Competitive Preference Priority 2:**
   Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 5 points).

   Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support

development of educator diversity.

Strengths:

Multi-classroom leadership models attract and retain top educators in high need schools while providing job-embedded professional development to help all teachers increase their effectiveness. (E10)

Weaknesses:

No weaknesses were noted.

Reader's Score: 5

Status: Submitted
Last Updated: 07/31/2023 10:44 AM

Technical Review Coversheet

Applicant: Charlotte-Mecklenburg Schools (S374A230019)
Reader #2:   **********

		Points Possible	**Points Scored**
Questions			
Selection Criteria			
Need for Project			
1. Need		20	20
Quality of Project Design			
1. Project Design		25	25
Quality of the Management Plan			
1. Management Plan		25	25
Adequacy of Resources			
1. Resources		30	30
	Sub Total	100	100
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority 1			
1. Promoting Equity		5	5
Competitive Preference Priority 2			
1. Diverse Workforce		5	5
	Sub Total	10	10
	Total	110	110

Technical Review Form

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

Applicant: Charlotte-Mecklenburg Schools (S374A230019)

Questions

Selection Criteria - Need for Project

1. **Need for Project (20 points)**

   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.**

   Strengths:

   Overview:
   The applicant provides a strong need through the number of students it will serve in the Opportunity Teacher Leader Pathways, consortium of three large school districts (pg. e13).
   The applicant leverages district funding to cover core ongoing costs of implementing the proposed models (pg. e20).

   Strengths:
   i. The applicant provides a strong need through the number of students it will serve in the Opportunity Teacher Leader Pathways, consortium of three large school districts (pg. e13). The applicant provides evidence of the need through the number of Title I schools, 94 Title I schools in CMS,120 Title I schools in FWISD, and 39 Title I schools in MCPS (pg. e16). The school have a diverse student population that is 20%, 20%, and 21% African American at the three school districts. The need is further demonstrated through the student body becoming more diverse but not the teachers. And there is a lack of opportunities for job embedded development for all educators.
   ii. The applicant leverages district funding to cover core ongoing costs of implementing the proposed models (pg. e20). The applicant also provides a strong case for building on similar efforts through how reallocating district funds to continue the proposed activities in the project after Federal grant funds have ended.
   iii. The proposed project is part of a comprehensive effort to increase student learning outcomes (pg. e22). The teacher pathway program is a comprehensive effort to increase high quality educators who qualify for talent pool access to professional development which will have a significant impact on student learning outcomes (pg. e22). In addition, the school districts have a plan to improve student learning in literacy and mathematics by providing professional learning and coaching to school-based staff in support of equitable, grade-level instruction.
   iv. The proposed project is highly likely to address the needs of the targeted population (pg. e30). The applicant details the gaps in academic achievement and equitable access to teaching, diversity workforce, opportunities for advancement for teachers rated highly effective and effective, and opportunities for job-embedded professional development for all educators. Each of the four identified gap have very detailed strategies to address (pg. e30).

Weaknesses:

Weaknesses:
No weakness noted.

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. **Quality of the Project Design (25 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 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.

   Strengths:

   Overview:

   The proposed project demonstrates a strong rationale to partner with three partner districts and integrate the Opportunity Culture PCBS into their HCMSs and implement the model in high-need schools (pg. e31).). The project includes third-party studies that compare student learning in classrooms of teachers joining MCL teams to learning in classrooms of other teachers.

   Strengths:
   i. The proposed project demonstrates a strong rationale to partner with three partner districts and integrate the Opportunity Culture PCBS into their HCMSs and implement the model in high-need schools (pg. e31). The project's rationale includes important interventions to provide teachers with job-embedded professional development, mentoring and coaching, and paraprofessionals and prospective teachers with access to paid roles that prepares them to become teachers.
   ii. The project is based on relevant literature (pg. e31-34). The project includes third-party studies that compare student learning in classrooms of teachers joining MCL teams to learning in classrooms of other teachers. More importantly, the project includes a CALDER's 2018 study on early Opportunity Culture districts including Charlotte-Mecklenburg schools, this study is very specific to the particular needs of the applicant and is a strong tool in developing approaches.
   iii. The applicant provides a strong evaluation plan and details in Appendix A and in the narrative (pg. e38-39). The applicant provides data sources such as district collected data (student academic performance, teacher retention and diversity, school improvement reviews and anonymous surveys of educators in participating schools. More importantly, the applicant will gather formative assessment data and share with key stakeholders and key personnel which will enable any changes if needed (pg. e40).

   Weaknesses:

   Weaknesses:
   No weakness noted.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. Quality of the Management Plan (25 points)

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.

 Strengths:

Overview:
The applicant provides a strong management plan that is built on years of experience in 114 schools and a team of consultants (pg. e41-45). The management plan includes very detailed roles and primary responsibilities for each key personnel and resumes that reflect highly qualified key personnel with relevant years of experience.

Strengths:
The applicant provides a strong management plan that is built on years of experience in 114 schools and a team of consultants (pg. e41-45). The management plan includes very detailed roles and primary responsibilities for each key personnel and resumes that reflect highly qualified key personnel with relevant years of experience. This will contribute to the success of the proposed project. The management plan includes responsibilities for each quarter of the three-year project which illustrates the roles and each project activity (pg. e44-45).

 Weaknesses:

Weaknesses:
No weakness noted.

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. 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 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.

Strengths:

Overview:
The proposed project is highly likely to result in systemic change or improvement based on the project design results at other locations (pg. e46). The proposed project has a strong leadership commitment to ensure capacity and improve the districts through the proposed project (pg. e47).

Strengths:
i. The proposed project is highly likely to result in systemic change or improvement based on the project design results at other locations (pg. e46). The project will result in long lasting systemic change through leaders on various levels such as school leaders, teachers, and cabinet level leaders.
ii. The proposed project has a strong leadership commitment to ensure capacity and improve the districts through the proposed project (pg. e47). The leadership commitment includes key leadership in each district such as superintendent, academic, curriculum and instruction, talent and resources, innovation, finance, accountability, and communications.
iii. The applicant provides strong evidence of resources to sustain the grant after the period of Federal funding has ended is designed in the program, e.g., the applicant is not requesting funds for ongoing costs of advanced role stipends, and stipends for teacher leader roles are allocated from existing budgets (pg. e48).

Weaknesses:

Weaknesses:
No weakness noted.

Reader's Score: 30

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. **Competitive Preference Priority 1:**
   Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 5 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)   Elementary school.
   (2)   Middle school.
   (3)   High school.
   (4)   Career and technical education programs.

   b.   That examines the sources of inequity and inadequacy and implement responses, and that may include one or more of the following:
   (1)   Increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-or-field, and novice teachers compared to their peers.
   (2)   Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.

Strengths:

Overview:

The applicant addresses Competitive Preference Priority 1 and has a strong plan for equity and diversity in teacher recruitment.

Strengths:
The applicant addresses Competitive Preference Priority 1 through expand a program that focuses on three school districts that will develop, implement, improve, and expand Opportunity Culture staffing models which will provide highly effective teachers access to career advancement. The project has a strong plan for examining equity and equitable access (pg. e13-14).

Weaknesses:

Weaknesses:

No weakness noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. **Competitive Preference Priority 2:**
   Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 5 points).

   Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.

   Strengths:

   Overview:
   The applicant addresses Competitive Preference Priority 2 through a plan for ensuring recruitment and retention of a diverse workforce.

   Strengths:
   The applicant addresses Competitive Preference Priority 2 through citing data that of the 67 schools, 31 schools are high-need schools with from low-income families and qualifying for free or reduced lunch (pg. e14-15).

   Weaknesses:

   Weaknesses:
   No weakness noted.

Reader's Score: **5**

Status: Submitted
Last Updated: 07/28/2023 06:26 PM

Technical Review Coversheet

Applicant: Charlotte-Mecklenburg Schools (S374A230019)
Reader #3: **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	20	18
Quality of Project Design		
1. Project Design	25	22
Quality of the Management Plan		
1. Management Plan	25	24
Adequacy of Resources		
1. Resources	30	28
Sub Total	100	92
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	5	5
Competitive Preference Priority 2		
1. Diverse Workforce	5	5
Sub Total	10	10
Total	110	102

Panel #2 - TSL Panel - 2: 84.374A

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

Applicant: Charlotte-Mecklenburg Schools (S374A230019)

Questions

Selection Criteria - Need for Project

1. Need for Project (20 points)

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.

Strengths:

Overview: CMS proposes a clear plan to partner with Public Impact (design assistance) to support Fort Worth ISD and Montgomery County Public Schools in developing system-level structures to integrate the Opportunity Culture PBCS into their HCMSs including strategic use of teacher evaluation ratings and learning results to select Multi-Classroom Leaders. pg. e13 Through OCTLP, CMS will collaborate with leaders, teachers, & others at the school level to expand Opportunity Culture staffing design to make our PBCS system wide, and finally educators taking new roles will receive ongoing public professional development from CMS or Public Impact. pg. e14.

Strengths:

i) OCTLP will be implemented in high-need schools that currently provide inequitable and inadequate access to highly effective teaching that is needed to close the gaps. Intensive support provided by Multi-Classroom Leaders, OCTLP will increase the number and proportion of effective educators in each school. pg. e15.

ii) The applicant states that OCTLP builds on its Teacher-Leader Pathway Initiative. pg e19. Fort Worth ISD is now developing a new strategic plan within that process to determine teacher recruitment and retention. FWISD will use Opportunity Culture staffing design to provide intensive job-embedded instructional coaching and retain needed diversity in their workforce. pg. e20. The applicant states that MCPS will improve student achievement in literacy and math through coaching and increase student access to experienced and diverse principals and teachers in high-need schools. pg. e20. All three OCTLP districts will leverage existing funding streams to cover the core, ongoing costs of implementing these models. Pg e20.

iii) The applicant describes that each OTCLP partner will leverage the PBCS as part of a comprehensive effort to improve teaching and learning. pg. e22 Teacher evaluation ratings in OTCP districts will further emphasize the need for teacher support and are expected to improve upon the implementation of the PBCS. With the project. Pg. e23.

iv.) The applicant states that the design of OCTLP will focus on three goals as described in Table 4. which are develop, expand, implement, and improve. Pg. e25-e31 CMS along with OCTLP will take the lead to fill each proposed gap by developing a strong strategy to address the needs of all shareholders.

The need for coaching in literacy and math to increase student achievement by improving the use of high-quality diverse teachers and principals in CMS schools will help close the gap in services. Providing the expansion of Opportunity Culture staffing will also strengthen intensive job-embedded instruction coaching.

Weaknesses:

The applicant does not state comprehensively and specifically how the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. Table 4. Major Gaps and Strategies is a complete summary of the activities that will occur with the assistance of the Teacher and School Leader Incentive Program and should meet the needs of the target populations. Pg. e30-e31.

Reader's Score: 18

Selection Criteria - Quality of Project Design

1. **Quality of the Project Design (25 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 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.

   Strengths:

   Overview: OCTLP's rationale is that if CMS and its partner districts integrate the Opportunity Culture PCBS into their HCMS and implement the model in high-needs schools, effective teachers will have career advancement opportunities that include teacher leadership and opportunities to extend their reach to more students. pge31

   Strengths:
   i) The applicant's rationale continues to describe that all teachers will receive greater job-embedded professional development, mentoring, and coaching which will result in increased teacher effectiveness, the diversity of the teaching pool will rise, and the retention of effective teachers will become commonplace. pg. e31
   ii) OCTLP is designed to implement the Opportunity Culture Multi-Classroom Leadership model and related changes on high-need schools as described by the applicant pg. e32. The MCL model as described by the applicant has both direct evidence of effectiveness in the form of rigorous third-party studies and additional evidence that the model's components have a positive impact on teacher retention and satisfaction and student learning (requirement x. B) pg. e32. Methodological tools are discussed in the next subsection of this section, Evaluation. pg. e32
   iii) The methods of evaluation for this project will provide ongoing performance feedback to inform adjustments to the project's design as it proceeds. Pg e38 The evaluation will be guided by the Logic Model (Appendix A) with a focus on the objectives and measures outlined in Table 5 pg. e38 & Appendix A pg. e53. Table 5 pg. e35-e37.

   Weaknesses:

   The implementation of the OCTLP's model into many high-needs schools will work in the timeframes that are projected.

Reader's Score: 22

Selection Criteria - Quality of the Management Plan

1. Quality of the Management Plan (25 points)

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.

Strengths:

Overview: CMS together with OCTLP management plan is designed to ensure they achieve the objectives of this project on time and within budget. according to the applicant pg. e41.

Strengths: As the lead district, CMS has drawn on successes and lessons learned over 10 years of experience from our Teachership Pathways work that led to Opportunity Culture staffing design being implemented in 114 schools in our district as described by the applicant. pg. e41. Similarly, Public Impact has been providing Opportunity Culture design and implementation for 10 years and has built a team of consultants with extensive experience helping districts and schools in a variety of contexts according to the applicant. pg. e41

Weaknesses:

The applicant does not clearly reference the defined responsibilities, timelines, and milestones for accomplishing project tasks, which are found on pg. e44-e45. It is called the OCTLP Management Plan, and it does reference three project goals. pg.44-45.

Reader's Score: 24

Selection Criteria - Adequacy of Resources

1. 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 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.

Strengths:

Overview: The applicant reports that OCTLP will use the Opportunity Culture design process that have been shown to be effective within CMs and elsewhere across the country. pg. e 46

Strengths:
i) The Opportunity Culture design will include decision-making guidance to establish the PBCS professional learning for Opportunity Culture roles, and implementation, monitoring, and improvement. Systems change is expected and leaders at

all levels are included; the design work and professional learning engages cabinet-level leaders, school leaders, and teachers. as described by the applicant. pg46.

ii) CMS has demonstrated that Public Impact's technical assistance helps districts build capacity to improve and expand Opportunity Culture staff design as described by the applicant. pg. e 46 The applicant comments that this cross-discipline engagement at the highest level of leadership demonstrates the commitment of OTCLP districts to Opportunity Culture PBCS and staffing design as an essential strategy for their local educators and students. pg. e47.

iii) The applicant reports that once the Opportunity Culture PBCS is established within each school budget, it can be sustained in perpetuity without future allocations of funds. pg. e48 A table on pg. e50 lists by project year., OCTLP Multi-Year Operating and Financial Model. pg. e50.

Weaknesses:

Weaknesses: The applicant describes that historically; CMS has leveraged local funds to continue to support district roles when grant funds were exhausted. Pg 49-50. The leveraged local funds could continue to work to supplement grant funds beyond the grant years. The budget lists costs of equipment for this grant that may have a short shelf life, and replacement of these items may need leveraged local funds to sustain these expenses.

Reader's Score: 28

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. **Competitive Preference Priority 1:**
   Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 5 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)   Elementary school.
   (2)   Middle school.
   (3)   High school.
   (4)   Career and technical education programs.

   b.   That examines the sources of inequity and inadequacy and implement responses, and that may include one or more of the following:
   (1)   Increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-or-field, and novice teachers compared to their peers.
   (2)   Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.

   Strengths:

   Overview: CMS proposes OCTP will successfully develop, implement, improve, and expand Opportunity Culture school staffing models in high-needs schools. pg. e13

Strengths: CMS proposes to partner with Public Impact (Design Assistance) to support schools in developing system-level structures to integrate the Opportunity Culture PBCS into their HCMSs, including strategic use of teacher evaluation rating and student learning results to select Multi-Classroom Leaders. pg. e13. Since the quality of teaching is the single most important in-school factor in student learning, this inequity is a major root cause of academic achievement gaps in our systems. pg. e17. If a strategic use of a teacher evaluation rating system is successful, equity in academic achievement is possible for student outcomes.

Weaknesses:

 no weaknesses

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2:
Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 5 points).

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.

Strengths:

Overview: CMS proposes OCTLP will improve the capacity of high-need schools to hire, support, and retain an effective and diverse workforce. pg. e15

Strengths:
Participating districts will use a district pool process to ensure rigorous and unbiased screening and selection of candidates for OCTP roles, including the use of the behavioral event interview technique, which assesses candidates for key competencies rather than relying on traditional markers of leadership pg. e15. MCL teams also include new roles for paraprofessionals and teacher residents, who can increase the diversity of the pipeline of teachers in high-need schools in the future, according to the applicant. pg. e16

Weaknesses:

no weaknesses

Reader's Score: 5

Status: Submitted
Last Updated: 07/29/2023 01:58 AM