

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

Status: Submitted

Last Updated: 06/12/2019 01:35 PM

Technical Review Coversheet

Applicant: The Rector and Visitors of the University of Virginia (U411C190159)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	25	25
Quality of Project Design		
1. Project Design	35	32
Adequacy of Resources/Quality of Management Plan		
1. Resources/Management Plan	20	20
Sub Total	80	77
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. Absolute Priority 3	5	0
Sub Total	5	0
Total	85	77

Technical Review Form

Panel #10 - EIR Early Phase Tier 1 - Panel 10 - 1: 84.411C

Reader #2: *****

Applicant: The Rector and Visitors of the University of Virginia (U411C190159)

Questions

Selection Criteria - Significance

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

(1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

(2) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

Strengths:

The applicant demonstrates the potential contribution of the proposed project which is to improve and expand the understanding of the connection among Social-Emotional Learning for students and teaching staff and the effect on the learning for those students. The applicant will be using the PATHS Curriculum which is a classroom-based SEL program that promotes social-emotional skills, positive peer relationships, and engagement and learning. This curriculum is research-based. To address the needs of the teaching staff programming will be used to support the teachers' social-emotional skills. This will then have a positive effect on student engagement and motivation. The applicant makes a clear connection among these three elements. (Pages e23-27)

The use of already extensively researched components such as the Promoting Alternative Thinking Strategies (PATHS) to address the Social-Emotional Learning for students demonstrates that the applicant has a solid basis for one of the elements of the project. (Page e29)

The applicant defines clearly the use of the Cultivating Awareness and Resilience in Education (CARE) to promote and supports teachers' Social-Emotional Learning. This component is one that is research-based. (Page e33-34)

This proposed project is unique in that it combines both student and teacher learning of Social-Emotional Learning. This two prong approach may have more potential for student success. The awareness and strategies that address teacher capacity will provide a strong and unique approach. (Pages e23-29)

Weaknesses:

There were no weaknesses identified.

Selection Criteria - Quality of Project Design

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

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (2) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The applicant defines clearly three goals. The three goals focus on implementation of the two programs chosen for teachers and students. (Pages e35-36)

The applicant provides a strong conceptual framework using the CARE and PATHS programs as the basis for the proposed program. (Figure 1 Page e26)

The proposed project includes a website for providing stakeholders with feedback on the progress of the project. The PATHS training program includes visitations to the classroom to observe curriculum delivery, complete fidelity ratings and provide feedback to each teacher and aggregated feedback to the administrations. These efforts for feedback are appropriate for assuring the continuous improvement of the strategies applied. (Page e38 and e42)

Weaknesses:

The applicant includes some objectives and outcome that are not specifically measurable. For example, Goal number 3, Objective 6. "Support continued implementation with PATHS and CAREPL for school leaders" is not stated in a measurable format. It is not clear how the support success will be measured. (Page e36)

Selection Criteria - Adequacy of Resources/Quality of Management Plan

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

- (1) 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.
- (2) The qualifications, including relevant training and experience, of key project personnel.

(3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

Strengths:

The management plan that is presented in this application is comprehensive and includes clearly defined responsibilities, timelines and milestones for each of the three objectives. For example, Table 2 identifies the milestones for Goal 1 the Team that will be addressing the effort and the dates or timeline for that event. (Page e37 and Page 207) This is supported by the intervention and outcomes as charted in the Logic Model. (Page e166) These efforts will assist in meeting the goals on time and within budget.

The key project personnel are very highly trained and have relevant training and experience. For example Dr. Jennings who will be the Principal Investigator has extensive experience with the CARE processes. (Page e40 and Resume)

The organization chart demonstrates a clear chain of command for the key project personnel. (Page e186) The allotted time for each of the key project personnel appears appropriate for the scope of the program. (Page e209) This effort will support the accomplishing of the project on time and within budget.

The applicant uses Goal 3 which is to “Build capacity of the district leaders to sustain work following the grant period” to establish the sustainability of the project after the federal funding has ended. (Page e39-e40)

The proposed project includes identifying school personnel who may qualify to become CARE and/or PATHS PL facilitators. This effort will provide continued programming at a reduced rate. (Page e40)

Weaknesses:

There were no identified weaknesses in this criteria.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

1. Within Absolute Priority 3, we give competitive preference to applications that address the following priority:

Projects designed to improve student achievement or other educational outcomes in computer science (as defined in the notice). These projects must address the following priority area:

Expanding access to and participation in rigorous computer science (as defined in the notice) coursework for traditionally underrepresented students such as racial or ethnic minorities, women, students in communities served by rural local educational agencies (as defined in the notice), children or students with disabilities (as defined in the notice), or low-income individuals (as defined under section 312(g) of the Higher Education Act of 1965, as amended).

Note: Projects addressing this priority must be administered in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws.

Strengths:

NA

Weaknesses:

NA

Reader's Score: 0

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Technical Review Coversheet

Applicant: The Rector and Visitors of the University of Virginia (U411C190159)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	25	25
Quality of Project Design		
1. Project Design	35	33
Adequacy of Resources/Quality of Management Plan		
1. Resources/Management Plan	20	20
Sub Total	80	78
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. Absolute Priority 3	5	0
Sub Total	5	0
Total	85	78

Technical Review Form

Panel #10 - EIR Early Phase Tier 1 - Panel 10 - 1: 84.411C

Reader #1: *****

Applicant: The Rector and Visitors of the University of Virginia (U411C190159)

Questions

Selection Criteria - Significance

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

(1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

(2) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

Strengths:

1. Project CATALYZE, proposed by the Rector and Visitors of the University of Virginia proposes the combination of two successful and well tested programs: PATHS, focusing on SEL and CARE, a professional development program focusing on teacher professional development. The premise of CATALYZE posits that the combination of a structured SEL program curricula combined with elements of structured and research-based professional development for teachers will positively impact student outcomes in 40 low performing elementary schools in the Chicago Public Schools. The proposed project will contribute to the body of knowledge regarding implementation science and foster a better understanding of the impact of SEL on the education workforce of high needs schools.

2. Turnaround strategies in low performing high needs schools nationally achieved minimal success due to several factors, the important of which is the lack of cognitive and non-cognitive skills essential in student achievement and the inability of teachers assigned to these schools to increase and improve upon professional capacity. Teachers often lack the SEL skills needed to effectively deploy social, emotional and cognitive skills required effectuate change in these high-needs schools (p 25). CATALYZE represents an innovative strategy that supports both the emotional, social and cognitive skills for the purpose of improving the effectiveness of SEL programs by increasing the quality of implementation where teacher efficacy is critical. CARE, a component of this project, has proven to improve teachers' social emotional skills, classroom interactions and student engagement. The project will test the hypothesis of whether the combining of two empirically sound interventions will positively impact student and teacher outcomes using the next generation of SEL and Implementation Science.

Weaknesses:

None

Reader's Score: 25

Selection Criteria - Quality of Project Design

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

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(2) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

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

Strengths:

1. CATALYZE's stated goals are to implement PATHS' SEL program in grades 1-4 in 40 Chicago Public Schools, and implement CARE in half of these schools; improve CARE and PATHS fidelity of implementation to sustain the project at the expiration of federal funding in all schools; and build capacity of district leaders (e 21; 24). The goals and objectives are clearly specified and measurable and a strong logic model describes the proposed outcomes, inclusive of the quality of classroom interaction, improvement in student social emotional skills and improved academic performance. Through its teacher curricula directly teaching SEL skills, CARE introduces an integrated delivery model and is recognized as an effective model for reducing teacher efficacy and stress (e 24-25; 31;166).

2. The conceptual framework for the proposed project is grounded in significant research regarding PATH and CARE. PATH is extensively researched and recognized as effective in implementing SEL skills. The conceptual model of CARE received three years of research and testing and it was found to be effective in improving self-efficacy in K-5 teachers, in reducing teacher stress, and improving well-being (e 26).

3. CATALYZE's web-based, cloud platform will facilitate continuous feedback and monitoring throughout the project. The management team will coordinate all project activities and ongoing progress will be further facilitated developed by bi-weekly calls and/or web-based interaction with the schools and district leaders and the project management teams. Annual meetings with all constituents will occur focusing on project results and program changes (e 40-43).

Weaknesses:

3. The commitment to implementation fidelity may be affected by the use of telephone calls and/or web-based interaction. Teachers in schools where stress is high and often experience burnout and disengage from any reform efforts, unless there is an opportunity to interact with facilitators face-to-face.

3. Some outcomes listed in the application are not specifically measurable and/or clearly delineated (e 6) . In goal three, objective six, the applicant did not provide a clear explanation of how the understanding of how the PATHS model will be measured for continuous improvement (e 36).

Reader's Score: 33

Selection Criteria - Adequacy of Resources/Quality of Management Plan

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

(1) 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.

(2) The qualifications, including relevant training and experience, of key project personnel.

(3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

Strengths:

1. The proposed project presents a management plan and budget that supports the achievement of the objectives on-time and within budget, with clearly defined responsibilities, timelines and milestones (e 169). The project incorporates a very detailed Intervention Logic Model as a part of its continuous improvement design (e 166).
2. The key personnel of the project are highly trained and educated individuals with extensive experience in program development, design, implementation and evaluation as well as leadership at the school and district level (e 110; e 80 -90; 130-160).
3. The project is sustainable as presented in the management plan. There is an agreement to support the project in its fifth year to assure the continuation and reporting of findings to various stakeholders, inclusive of community members, parents, and state organizations e 157-160).

Weaknesses:

None

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

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Note: Projects addressing this priority must be administered in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws.

Strengths:

None

Weaknesses:

None

Reader's Score: 0

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Technical Review Coversheet

Applicant: The Rector and Visitors of the University of Virginia (U411C190159)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	25	25
Quality of Project Design		
1. Project Design	35	30
Adequacy of Resources/Quality of Management Plan		
1. Resources/Management Plan	20	20
Sub Total	80	75
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. Absolute Priority 3	5	0
Sub Total	5	0
Total	85	75

Technical Review Form

Panel #10 - EIR Early Phase Tier 1 - Panel 10 - 1: 84.411C

Reader #3: *****

Applicant: The Rector and Visitors of the University of Virginia (U411C190159)

Questions

Selection Criteria - Significance

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

(1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

(2) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

Strengths:

This project has the potential to contribute highly to the understanding of Social Emotional Learning, and the impact teacher capacity has upon the successful implementation of an SEL curriculum. (e24-e25)

The unique aspect of this program is the use of CARE to train teachers in skills associated with SEL, i.e., mindfulness, two already existing programs, in conjunction with the implementation of the PATHS curriculum in the classroom. Also, gives a control group for comparison for this project opportunity for comparison of the implementation of PATHS with or without CARE. The PATHS curriculum is a classroom based SEL program proven to promote SEL skills, positive peer relationship, engagement and learning. The CARE Program has proven to improve teachers' SEL skills, classroom interaction and student engagement. The two will work as bookends (teacher and student) to address the project goals. (e25)

Weaknesses:

None

Reader's Score: 25

Selection Criteria - Quality of Project Design

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

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(2) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

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

Strengths:

The goals, objectives and outcomes are clearly specified and measurable. The measures for the goals & objectives include survey & observation data as well as FOI measures. (Table 1, e35-e36) The ultimate student outcomes are measured by increased achievement, engagement, motivation and decreased absenteeism and disciplinary actions; all data that can be accessed from the schools. (e26) There is a strong framework for this project. (Conceptual Framework, e26) . The framework is broken down by what part of the project is for the teachers and what part is for the students. The intervention key components are provided and how they directly correlate to the intended outcomes. The feedback procedures of updating the website, providing an annual report, presenting findings in conferences and through publishing is adequate.

Weaknesses:

The project does not clearly state how teachers will be provided feedback on the fidelity of their implementation of the knowledge gained from the CARE Program. If the knowledge is not presented to the students with fidelity, then the project will not achieve the outcomes intended.

Goal 3, Objective 6 is not given in a measurable statement. (e36)

Reader's Score: 30

Selection Criteria - Adequacy of Resources/Quality of Management Plan

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(2) The qualifications, including relevant training and experience, of key project personnel.

(3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

Strengths:

The management plan is adequate to achieve the objectives within the budget. The responsibilities, timelines and milestones are clearly defined. (e207) The key personnel has the relevant training and experience for the positions. There is potential of support of the project after federal funding ends since the school leaders have been trained in the process with the focus of sustaining the implementation of each program (e39). These leaders can train other leaders, as well as, the teachers in the project can train other teachers. CPS states in their letter of support that they will work to ensure central office is allotted time to collaborate with the two programs for implementation and sustainability. (e167)

Weaknesses:

None

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

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Note: Projects addressing this priority must be administered in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws.

Strengths:

None

Weaknesses:

None

Reader's Score: 0

Status: Submitted
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