

SEED Renewal Technical Review Form

US Department of Education

**Division of Effective Educator Development (EED) Grant Review
2021 SEED Renewal
Application Technical Review Form
(CFDA 84.423A)**

Applicant Name: WestEd	Application Number U423A180020
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Summary Ratings		
	Maximum Points	Score
A. Quality of Evaluation Plan	25	25
B. Quality of the Project Design	25	25
C. Strategy to Scale	25	25
D. Adequacy of Resources	25	25
Selection Criteria Total Score	100	100

A. Quality of Project Evaluation (up to 25 points)

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

- (1) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.
- (2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(Maximum Points 25)

Reader's Score: 25_

Strengths:

- (1) The applicant outlines a detailed method of evaluation to gauge the overall impact and effectiveness of the project's implementation strategies. (pp. 17-26). For example, the proposal's formative evaluation process is designed to inform scale-up efforts to increase Reading Apprenticeship sustainability in the future. The emphasis in this evaluation is on capacity-building efforts that are embedded in the work with its partners and will examine in-depth three specific partnership models that focus its district-wide, regional, and statewide approaches. Further, the evaluation includes a series of concise research questions that will be used to study the impact of the project's activities and the project's potential for future replication and scale.
- (2) The proposal includes detailed methods of evaluation inclusive of objective performance measures that are related to the intended outcomes of the project that are designed to produce quantitative and qualitative data to the extent possible. For example, a mixed-methods approach inclusive of clearly identified qualitative and quantitative data will be used to gauge how the project's partnership models support the project's overall implementation. The evaluation is also inclusive of a detailed timeline for when and how data will be collected. Data collection examples include but are not limited to participation data, demographic data about the participating schools, and teacher, teacher leaders, and focus groups. A sound process for communicating to the project's stakeholders the project's finding, effectiveness, overall implementation, and recommendations are also evidenced (p. 27).

Weaknesses:

No weaknesses noted.

B. Project Design (25 points).

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

- (1) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.
- (2) 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.

(Maximum Points 25)

Reader's Score: 25__

Strengths:

- (1) The applicant provides sound evidence that the project's implementation design and evaluation process will result in information to guide possible replication. Sound evidence includes but is not limited to the applicant providing a professional development model and instructional framework designed to shift teacher practice in ways that improve student outcomes in content area learning and literacy, and impacts on social-emotional learning factors such as attendance and course completion, collaboration, and self-regulation. Also, the applicant's rationale for the project is supported by a comprehensive logic model that presents a visual plan for guiding the project's implementation and a process for sustainability (p. 13). Additionally, the project's Reading Apprenticeship approach has been the subject of multiple large-scale studies that support its implementation in high schools across content areas to include the sciences, history, and literacy courses (Appendix 4).
- (2) The applicant sufficiently demonstrates that the project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. For instance, capacity-building efforts will involve enabling more content area teachers to integrate academic literacy instruction into their teaching to increase the quality of students' literacy learning opportunities and academic engagement and achievement. The proposal's capacity-building will also include national sustainability efforts that will involve the development of diverse Reading Apprenticeship facilitators, new video cases, schoolwide expansion, and professional development for teacher leaders (pp. 11, 12 and, 35).

Weaknesses:

No weaknesses noted.

C. Strategy to Scale (up to 25 points).

The Secretary considers the strategy to scale for the proposed project. In determining the strategy to scale for the proposed project, the Secretary considers the following factors:

- (1) The feasibility of successful replication of the proposed project, if favorable results are obtained, in a variety of settings and with a variety of populations.
- (2) The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.

(Maximum Points 25)

Reader's Score: 25

Strengths:

- (1) The applicant well demonstrates that if favorable results are obtained, the project can be successfully replicated in a variety of settings and with a variety of populations. These demonstrated replication efforts include the applicant working with three partners in settings that are racially, economically, and geographically diverse (p. 15). The applicant's efforts will also include the identification of a model school that is implementing the reading apprentice program, hosting tours of effective Reading Apprenticeship classrooms and systems, and providing

professional development across the three diverse settings that have been identified (pp. 15-17). Additionally, the applicant will convene regional partners to assess the project's progress, address problems, and share successful practices for scaling and sustaining (p. 32).

- (2) A variety of mechanisms will be used to broadly disseminate information on the project and to support further development or replication. Such dissemination mechanisms include but are not limited to the applicant disseminating learnings through publications and conferences, presenting at practitioner and research conferences, updating its website periodically, and using social media to promote the reading apprenticeship initiative (pp. 15, 32, and 33).

Weaknesses:

No weaknesses noted.

D. Adequacy of Resources (up to 25 points).

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

- (1) The potential for the continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.
- (2) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.

(Maximum Points 25)

Reader's Score: 25__

Strengths:

- (1) The applicant provides a concise plan for the continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support. The plan is inclusive of providing professional development for teachers and teacher leaders, hosting regional meetings, implementing the reading apprenticeship model across disciplines, developing partnerships for capacity building, and fee-for-service contracts (pp. 12, 34).
- (2) The applicant well demonstrates that the potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding can be achieved by the development of school and district leadership teams, providing supports for news teacher leaders, and certifying educators to lead professional development (pp. 34-36)

Weaknesses:

No weaknesses noted.

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Summary Ratings		
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A. Quality of Evaluation Plan	25	25
B. Quality of the Project Design	25	25
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Selection Criteria Total Score	100	100

A. Quality of Project Evaluation (up to 25 points)

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

- (1) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.
- (2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(Maximum Points 25)

Reader's Score: 25

Strengths:

1. The applicant asks a series of five research questions to evaluate the program's effectiveness for sustainability within each Reading Apprenticeship Partnership model. Data will be collected using a mixed method design combining quantitative and qualitative data to understand how the three partnership models support implementation. The methods of the evaluation are thorough; for example, several sources of quantitative and qualitative data are being collected to determine the best strategies. (pg.26-26)
2. Three models are being compared using the qualitative data from teachers, administrators, instructional coaches, and implementing partners, via surveys, interviews and focus group discussions, and observations. The quantitative data, for example, consists of average Reading Apprenticeship school team size, number of school team meetings held, training sign-in sheets, surveys, and National Center for Education Statistics (NCES) data. The evaluation method provides for effective examining of project implementation strategies. (pg.25)
3. There is a data collection overview chart of data collection activities and a timeline for the data collections. The project will use the triangulation of data to ensure the validity of the research results. These methods of objective performance measures relate to the intended outcomes of the project and will produce quantitative and qualitative data. For example, the qualitative data demonstrates success for a model and the quantitative data assists in understanding the reasoning behind those responses. The data can be viewed as a whole and the best of the models selected. (pg.26)

Weaknesses:

None noted.

B. Project Design (25 points).

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

- (1) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.
- (2) 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.

(Maximum Points 25)

Reader's Score: 25

Strengths:

1. The applicant is using IMPAQ International as the project's evaluation partner. IMPAQ role is to develop a case study of each partner's approach to sustainability and scaling. (pg.21) The data from the case studies will assist in determining the ability to replicate the project. For example, the third research question's focus is on the layers of support needed in each partnership for the program's ongoing sustainability. (pg.34) Another component of that question is identifying the funding stream that will allow the programs to continue. The study will also examine local conditions that support or hinder capacity building for the implementation, dissemination, and sustainability of the program's instructional practices. This information will be assembled into a report that will explain the success and strategies of each of the models.(pg.21)

2. The proposed project is designed to build capacity and yield results that will extend beyond the period of federal financial assistance. The Reading Apprenticeship program has fee-for-service contracts and has built an infrastructure to support outreach to school, district, and states. The contracted services approach to scaling will provide sustainability beyond federal grant funding. Through renewal funding, the applicant proposes to train and certify 25 national Reading Apprenticeship facilitators from their partner region. (pg.25, 28) The applicant has also developed many Reading Apprenticeship resources including online courses and PLCs, books, and classroom videos, which sites can purchase adding to sustainability. (pg.21)

Weaknesses:

None noted.

C. Strategy to Scale (up to 25 points).

The Secretary considers the strategy to scale for the proposed project. In determining the strategy to scale for the proposed project, the Secretary considers the following factors:

(1) The feasibility of successful replication of the proposed project, if favorable results are obtained, in a variety of settings and with a variety of populations.

(2) The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.

(Maximum Points 25)

Reader's Score: 25

Strengths:

1. The applicant approach uses an apprenticeship program to build sustainability in school districts. The project will use partners in three settings that are racially, economically, and geographically diverse and operate at different levels of the policy system. The diversity of the project partners demonstrates the programs' ability to be replicated in a variety of settings and populations. The case studies in the proposal will further build on understanding of the barriers and capacity building which will then guide future refinement of Reading Apprenticeship's lessons for the field related to successful replication. (pg.18, 28)

2. The applicant has strong mechanisms to support dissemination of the information of this study. Educator networks, websites, publications, social media, digital channels, including videos, webinars,

and audio recordings. This wide range of delivery platforms support the ready dissemination of project materials. (pg.31)

Weaknesses:

None noted.

D. Adequacy of Resources (up to 25 points).

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

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

(2) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.

(Maximum Points 25)

Reader's Score: 25

Strengths:

1. The applicant will continue to build capacity by connecting to regional partners. The project will expand by working with regional and district partners who work with participating principals and teacher leaders to build local knowledge and capacity. The connection to many project partners using local and national means demonstrates a commitment to the continuation of the project after federal funding ends. (pg.12, 35)

2. The program will continue to grow by certifying 25 more educators to lead Reading Apprenticeship professional development. The products offered will maintain relevance by incorporating updated research and integrating it into organizational infrastructure. The applicant plans to use the renewal funding to expand its facilitator pool and develop updated video cases for educators on a national level. (pg.12, 21, 35)

Weaknesses:

1. None noted.

2. None noted.

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Selection Criteria Total Score	100	100

A. Quality of Project Evaluation (up to 25 points)

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

- (1) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.
- (2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(Maximum Points 25)

Reader's Score: _

Strengths:

1. The proposal communicates appropriate methods for examining the effectiveness of the project. For example, the project's evaluation is driven by the objectives of the project as well as by five research questions. (p. 18-19). Moreover, the evaluation plan clearly articulates the data that will be collected, how those data align with the evaluation questions and when the data will be collected. This suggests a logic and feasibility to the evaluation plan. Furthermore, the evaluation plan clearly articulates the analytic process that will be applied to the data as well as how the data will be reported. (p. 26-27).
2. The proposal indicates the evaluation will utilize objective performance measures with qualitative and quantitative data. For example, the proposal specifically describes the qualitative data as being interviews and focus group discussions. (p. 20). In addition, the evaluation will track objective performance measures, such as attendance data from the professional development to ensure that the target goal of teachers engaging in the training is reached. (p. 14).

Weaknesses:

No weaknesses noted.

B. Project Design (25 points).

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

- (1) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.
- (2) 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.

(Maximum Points 25)

Reader's Score: __25

Strengths:

1. The proposal shows how the project can inform the replication of the project activities. For instance, the project will expand to other school districts with other student and teacher populations. (p. 28). This strategic expansion suggests that the project will learn about supporting the reading apprenticeship model beyond their initial local partners. In addition, the project has identified replication activities as part of the expansion. (p. 31). As an example, these include building professional learning communities and facilitating specific reading apprenticeship courses for teachers. Additionally, the project will communicate the work through a variety of means, such as social media, the applicant's newsletter, national professional development facilitators and national conferences to further support replication. (p. 32-33).
2. The proposal conveys that the project will build capacity in ways to carry out work beyond the term of the grant. For example, project objectives (p. 33) and one of the project's research questions addresses the capacity for sustainability with the partners, which shows that the project has the intention of building capacity beyond the grant period (p. 19). Moreover, the project will build the capacity of regional partners through direct professional development as well as virtual and in-person leadership meetings. (p. 33-34). Moreover, at least 25 educators will be certified to be leaders of professional development moving forward. (p. 33).

Weaknesses:

No weaknesses noted.

C. Strategy to Scale (up to 25 points).

The Secretary considers the strategy to scale for the proposed project. In determining the strategy to scale for the proposed project, the Secretary considers the following factors:

- (1) The feasibility of successful replication of the proposed project, if favorable results are obtained, in a variety of settings and with a variety of populations.
- (2) The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.

(Maximum Points 25)

Reader's Score: 25

Strengths:

1. The proposal communicates a plan for scaling that is feasible and potentially applicable for a variety of populations. For example, the proposal states that the project will ultimately work with schools in Michigan, Texas, California and Arizona. (p. 3). These settings introduce variation of geography, demographic, and size, among other variables. In addition, the proposal provides a timeline for project plans that align the activities with the goals and objectives of the project. (p. 31). This further shows that replication can be feasible.
2. The proposal conveys a variety of ways in which the work will be disseminated. For instance, the core leadership guidance text from the project will be revised. (p. 32). This work, along

with case studies from the evaluation, can communicate and support teaching of the project's model. In addition, the applicant's network of online resources, social media, newsletters, webinars and videos will further serve to communicate the project's work. (p. 32). Finally, the proposal notes that the applicant and evaluation team participate in conferences and will use those opportunities to share the project with researchers and practitioners. (p. 32-33).

Weaknesses:

No weaknesses noted.

D. Adequacy of Resources (up to 25 points).

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

- (1) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.
- (2) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.

(Maximum Points 25)

Reader's Score: 25

Strengths:

1. The proposal provides some evidence for the partners showing commitment to this work beyond the term of the grant. For example, the fact that multiple levels of the organization are engaged in the work, from teachers to district administrators, suggests that there is extensive commitment. (p. 33-34). Moreover, the evaluation is planned in such a way that positive impacts of the project can be communicated to the district leaders (p. 18-24), which further could confirm their commitment.
2. The proposal notes that the capacity building efforts show that the partners can incorporate the project activities moving forward. This integration is based on the partnership model that the project is testing out whereby district leaders, teacher leaders and regional leaders all are engaged in supporting the reading apprenticeship model. (p. 33-34). This capacity building creates supports for teachers, such as PLCs, that could become the ongoing practice for how reading instruction takes place. (p. 6).

Weaknesses:

1. No weaknesses noted.
2. No weaknesses noted.

