SUPPORTING EFFECTIVE EDUCATOR DEVELOPMENT (SEED)

FY 2022 SEED Competition Overview

Closing Date: <mark>June 3</mark>, 2022

11:59:59 PM Washington DC Time

Note About These Slides

- Applicants are strongly encouraged to review **the FY 2022 SEED NIA** that was published in the Federal Register on April 4, 2022, in its entirety.
- The slides presented on this webinar are available for download on the SEED webpage.
- Applicants are strongly encouraged to download the **SEED Application Instructions Package** from the SEED webpage and review it in its entirety.
- The SEED Application Instructions Package provides instructions needed to apply for this SEED grant.

Note: These slides are intended as guidance only and do not impose any requirements beyond those included in the NIA, and any other applicable provisions established in rules for this competition. Please refer to the official documents published in the *Federal Register*.

SEED Competition Resources

SEED Program Webpage:

https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/effective-educator-development-programs/supporting-effective-educator-development-grant-program/

1. FY 22 SEED Notice Inviting Applications (NIA)

2. FY 22 SEED Application Instructions Package

3. FY 22 SEED FAQs Document

4. FY 22 SEED Informational Webinars

5. EED Applicant/Grantee Budget Worksheet (REQUIRED)

6. Evidence and Evaluation Resources

General SEED Competition Q&A

- Applicants are strongly encouraged to review the SEED Notice Inviting Applications (NIA) in its entirety.
- Applicants are strongly encouraged to review the SEED Frequently Asked Questions (FAQs) document in its entirety.
- Applicants are strongly encouraged to review the SEED Application Instructions Package document in its entirety.
- If your question(s) are not answered in any of the above listed SEED documents, you may email the question(s) to the SEED program inbox at SEED@ed.gov.

*Responses can take up to 24 hours, so please plan accordingly to meet competition deadlines.

SEED Absolute Priorities

Priorities – Absolute

AP 1: Supporting Effective Teachers
(Moderate Evidence)

AP 2: Supporting Effective Principals or Other School Leaders
(Promising Evidence)

Applicants must address AP1 OR AP2, not both.

PRIORITIES

- Applicants must respond to Absolute Priority 1 **OR** Absolute Priority 2, but not both.

- Applicants must clearly identify the absolute priority for which they are applying.

- Applicants' approach to meeting the Absolute Priorities will be reviewed and scored based on the selection criteria.

- Full priority language for each absolute priority is found in the SEED NIA published in the *Federal Register* on April 4, 2022.

ABSOLUTE PRIORITIES

ABSOLUTE PRIORITY 1: SUPPORTING EFFECTIVE TEACHERS

Moderate Evidence

"This priority is for projects that will implement activities that are supported by Moderate Evidence."

Primary Priority Areas

(1) Providing teachers from nontraditional preparation and certification routes or pathways to serve in traditionally underserved LEAs;

(2) Providing teachers with Evidence-Based professional enhancement activities, which may include activities that lead to an advanced credential.

ABSOLUTE PRIORITIES

ABSOLUTE PRIORITY 2: SUPPORTING EFFECTIVE PRINCIPALS AND OTHER SCHOOL LEADERS

Promising Evidence

Primary Priority Areas

"This priority is for projects that will implement activities that are supported by Promising Evidence."

(1) Providing principals or other School Leaders from nontraditional preparation and certification routes or pathways to serve in traditionally underserved LEAs;

(2) Providing principals or other School leaders with Evidence-Based Professional Development activities that address literacy, numeracy, remedial, or other needs of LEAs and the students the agencies serve; or

(3) Providing principals or other School Leaders with Evidence-Based professional enhancement activities, which may include activities that lead to an advanced credential.

SEED Competitive Preference Priorities

PRIORITIES – COMPETITIVE PREFERENCE

CPP 1

Increasing Educator Diversity

Up to 5 points

CPP 2

Promoting Equity in Student Access to Educational Resources and Opportunities

Up to 3 points

CPP 3

Meeting Student Social, Emotional, and Academic Needs

Up to 2 points

Applicants may address none, all, one or a combination of CPPs.

PRIORITIES

- There are three OPTIONAL CPPs that applicants may choose to address as part of their proposed projects.

- Applicants may choose to address as few or as many CPPs as they are interested in.

- Applicants should clearly identify whether they are applying for any of the CPPs.

- Full language for each CPPs is found in the SEED NIA.

COMPETITIVE PREFERENCE PRIORITY 1-
INCREASING EDUCATOR DIVERSITY (UP TO 5 PTS)

Improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce

➢ through adopting, implementing, or expanding high-quality, comprehensive **teacher preparation programs** that have a track record of attracting, supporting, graduating, and placing underrepresented teacher candidates,

➢ and that include **one year of high-quality clinical experiences** (prior to becoming the teacher of record) in high-need schools.

COMPETITIVE PREFERENCE PRIORITY 2

PROMOTING EQUITY IN STUDENT ACCESS TO EDUCATIONAL RESOURCES AND OPPORTUNITIES (UP TO 3 POINTS)

Equity in Access to Educational Resources and Opportunities

"…promote educational equity and adequacy in resources and opportunity for Underserved Students--…"

In one or more of the following educational settings:

(i) Early learning programs.
(ii) Elementary school.
(iii) Middle school.
(iv) High school.
(v) Career and technical education programs.
(vi) Out-of-school-time settings.
(vii) Alternative schools and programs.
(viii) Juvenile justice system or correctional facilities;

COMPETITIVE PREFERENCE PRIORITY 2

PROMOTING EQUITY IN STUDENT ACCESS TO EDUCATIONAL RESOURCES AND OPPORTUNITIES (UP TO 3 POINTS)

"… examines the sources of inequity and inadequacy and implements responses that include pedagogical practices in educator preparation 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. "

COMPETITIVE PREFERENCE PRIORITY 3

MEETING STUDENT SOCIAL, EMOTIONAL, AND ACADEMIC NEEDS
(UP TO 2 POINTS)

Improve students' social, emotional, academic, and career development

"…developing and supporting educator and school capacity to support social and emotional learning and development…"

COMPETITIVE PREFERENCE PRIORITY 3
MEETING STUDENT SOCIAL, EMOTIONAL, AND ACADEMIC NEEDS
(UP TO 2 POINTS)

Project that are designed to improve students' social, emotional, academic, and career development…

"…(1) Fosters skills and behaviors that enable academic progress;

(2) Identifies and addresses conditions in the learning environment, that may negatively impact social and emotional well-being for Underserved Students, including conditions that affect physical safety; and

(3) Is trauma-informed, such as addressing exposure to community-based violence and trauma specific to Military- or Veteran-Connected Students. "

SEED Evidence Standards

EVIDENCE STANDARDS

- Applicants under AP1: *Supporting Effective Teachers* will need to submit studies that meet the **Moderate Evidence** definition.

- Applicants under AP2: *Supporting Effective Principals or Other School Leaders* will need to submit studies that meet the **Promising Evidence** definition.

- Applicants may submit up to 2 citations to support their project.

- Three citation options:
  → WWC Practice Guides Recommendation
  → WWC Intervention Reports
  → Publicly Available Studies to be assessed by the WWC using the Study Review Protocol, and version 4.1 standards for the competition this year. (*https://ies.ed.gov/ncee/wwc/Document/1297*)

EVIDENCE STANDARDS
OPTION (i) PRACTICE GUIDE RECOMMENDATIONS

	Moderate Evidence (AP1)	Promising Evidence (AP2)
Relevance	Evidence of effectiveness of key Project Component improving Relevant Outcome for sample that overlaps with populations or settings proposed	Evidence of effectiveness of key Project Component improving Relevant Outcome
Source	Prepared by the WWC using version 2.1 3.0, 4.0 or 4.1 of the WWC Handbook	Prepared by WWC using any version of the WWC Handbook
Strength of Evidence	Reporting a "strong evidence base" or "moderate evidence base"	Reporting a "strong evidence base" or "moderate evidence base"

EVIDENCE STANDARDS

OPTION (ii) INTERVENTION REPORTS

	Moderate Evidence (AP1)	**Promising Evidence (AP2)**
Relevance	Evidence of effectiveness of key Project Component improving Relevant Outcome for sample that overlaps with populations or settings proposed	Evidence of effectiveness of key Project Component improving Relevant Outcome
Source	Prepared by the WWC using versions 2.1, 3.0, 4.0, and 4.1 of the WWC Handbook	Prepared by WWC using any version of the WWC Handbook
Strength of Evidence	"Positive effect" or "potentially positive effect" on a Relevant Outcome based on a "medium to large" extent of evidence, no reporting of a "negative effect" or "potentially negative effect"	"Positive effect" or "potentially positive effect" on a Relevant Outcome, no reporting of a "negative effect" or "potentially negative effect"

EVIDENCE STANDARDS
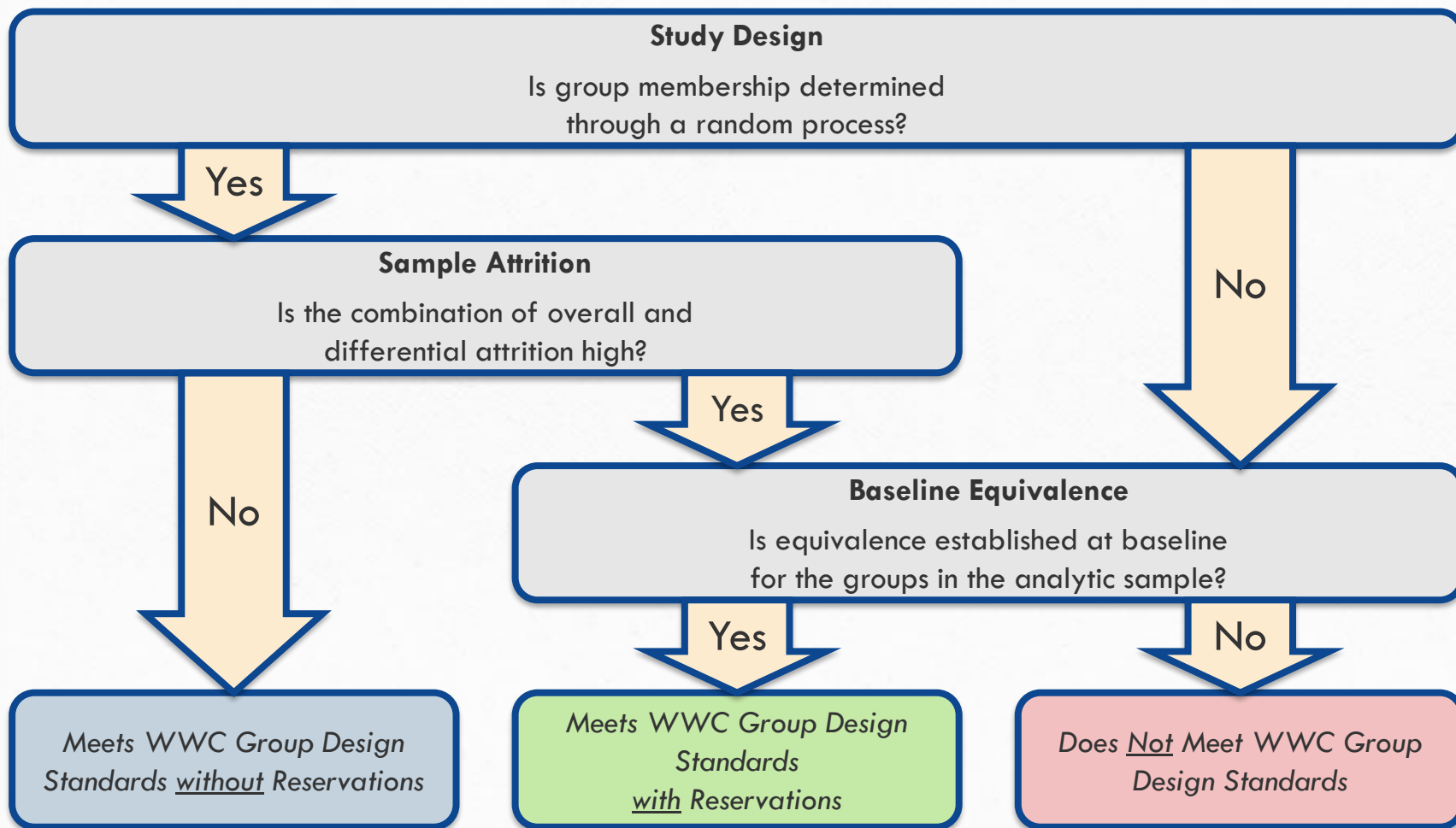
OPTION (iii) PUBLICLY AVAILABLE STUDIES

	Moderate Evidence (AP1)	Promising Evidence (AP2)
Number of Studies	At least one; may combine studies	At least one
Study Design	Meets WWC Standards* with or without reservations	Correlational study with statistical controls for selection bias, Experimental, or Quasi-Experimental studies
Statistical Significance	Statistically significant positive impact on a Relevant Outcome (with no unfavorable impacts)	Statistically significant positive impact on a Relevant Outcome
Similarity of Population	Overlaps with proposed populations or settings	No overlap required
Sample Size	Large Sample (at least 350, may combine samples from two studies)	No minimum requirement
Number of Study Sites	Multi-site Sample	No minimum requirement

- The WWC will use the Study Review Protocol (https://ies.ed.gov/ncee/wwc/Document/1297) and Version 4.1 standards for the competition this year; the protocol includes a wide range of eligible outcomes.

EVIDENCE STANDARDS

STUDY REVIEW FLOWCHART

Study Design

Is group membership determined through a random process?

Yes

No

Sample Attrition

Is the combination of overall and differential attrition high?

No

Yes

Baseline Equivalence

Is equivalence established at baseline for the groups in the analytic sample?

Yes

No

Meets WWC Group Design Standards without Reservations

Meets WWC Group Design Standards with Reservations

Does Not Meet WWC Group Design Standards

Source: WWC Procedures and Standards Handbook v3.0, page 9

SEED Competition Reminders

SEED Competition Reminders

Date	Event
June 3, 2022	Closing Date
May 4, 2022	Intent to Apply Deadline

- SEED applications time stamped after **11:59:59 PM Washington, DC Time** will be considered **LATE** and **will not** be reviewed.

- All SEED applications must be submitted Grants.gov

- Grants.gov Helpdesk: 1-800-518-4728

- Register and Submit **EARLY** with Grants.gov to avoid missing the deadline and any unforeseen technical difficulties.

Supporting Effective Educator Development

Best wishes on a successful SEED application submission!

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