

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

Status: Submitted

Last Updated: 07/13/2022 01:49 PM

Technical Review Coversheet

Applicant: High Point University (S423A220011)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	35
Significance		
1. Significance	25	22
Quality of the Management Plan		
1. Management Plan	20	18
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Sub Total	100	93
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	5	5
Competitive Preference Priority 2		
1. Promoting Equity	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Sub Total	10	10
Total	110	103

Technical Review Form

Panel #10 - FY22 SEED Panel - 10: 84.423A

Reader #1: *****

Applicant: High Point University (S423A220011)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of Project Design (35 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 training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.
(7 points)

(ii) 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.(7 points)

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

(iv) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.
(7 points)

(v) 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.
(7 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The program is a high-quality program that serves a large number of new school leaders, 150 total. The applicant details strong partnerships with school districts in a variety of diverse populations.

i) The applicant provides a high-quality program to serve three cohorts of 50, (150 total), that includes new school leaders with less than three years of experience (pg. e17). The partner school districts represent a diverse combination of schools in the region, high-poverty, urban, city, suburban, and rural locales all in high-need schools.

ii) The applicant conducted a needs assessment from 18 school districts (pg. e22). This is a very important tool in assessing the specific needs and as a result will help build capacity as a result of addressing the needs. More importantly, at the end of the project, the districts will have 150 diverse school leaders who will effect positive change in the schools.

iii) The applicant provides a strong conceptional framework that is built on three goals, i.e., recruit and prepare K-12 school leaders to serve in high-need schools, increase leadership diversity and retention while improving leader performance, and improve academic achievement and SEL among high-need students (pg. e23).

iv) The applicant details a comprehensive plan to engage strategic partners for the project (pg. e25). The Piedmont Triad Education Consortium consists of 18 school districts, the NC Department of Public Instruction, HPU's Office of Diversity and Multicultural Affairs, et al. Including the Office of Diversity and Multicultural Affairs is a key step in developing a strong program focused on diversity, equity, and inclusion.

v) The applicant clearly details how the project will meet the school's identified needs (pg. e27-28). Through the needs assessment, the applicant identified the needs and designs the program with the goal of meeting the specific needs. For example, NC must produce 300 new principals per year while the number of qualified principals decreased by 50%, thus this program addresses the need of providing school leaders with less than three years of experience professional development opportunities.

Weaknesses:

No weakness noted.

Reader's Score: 35

Selection Criteria - Significance

1. B. Significance (25 points)

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

(i) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement. (7 points)

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (6 points)

(iii) 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. (6 points)

(iv) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies. (6 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The program is significant to increase the number of school leaders who are prepared to lead in high-need schools. The project is based on evidence-based resources. Costs are reasonable provided the number of school leaders served.

i) The program serves as strong model to increase the number and percentage of school leaders in leading schools who are prepared to lead in high-need schools and have confidence with high concentrations of high-need students (pg. e31). The program is based on evidence-based resources and professional development activities.

ii) Costs are reasonable provided the amount of school leaders served and duration of program (pg. e36-37). For example 150 in total, 50 school leaders will receive professional development. The applicant provides a breakdown of the matching contributions which contributes to reducing overall costs.

iii) The applicant provides a strong purpose, activities, and benefits into the ongoing program after Federal funding has ended through a plan to continue the work with their partners and provide evidence-based professional enhancement activities, including that lead to an advanced credential, after Federal funding (pg. e39).

iv) The applicant provides a strong dissemination plan that includes sharing findings, building buy-in, guiding

implementation and sustainability, and shaping the field with a focus on community best practices (pg. e40).

Weaknesses:

iii) It is unclear how the project will sustain the free tuition and certifications after the period of Federal funding has ended since these costs make up a significant portion of the project activities.

Reader's Score: 22

Selection Criteria - Quality of the Management Plan

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

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

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

(10 points)

(ii) 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.

(10 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The applicant provides three goals that are measurable and relate to the objectives. The project has clear milestones to be achieved which are attainable. The management plan is very detailed and includes specific roles for each personnel.

i) The applicant provides three goals that relate to the objectives of the program and activities (pg. e36). Most importantly, the performance measures contain specific milestones to be achieved, e.g., at least 50 school district leaders will earn a leadership certificate and at least 90% of school leaders will be retained at their school for two years following completion of a certificate program. The objectives are specific, measurable, and seeks to set a high bar for achievement.

ii) The applicant details a comprehensive management plan that includes the role of each key member of the project (pg. e44-45 and e46-49). The management plan includes a detailed list of project management and activities, timeline, and person(s) responsible for each activity (pg. e46-49).

Weaknesses:

i) It is not clear how the project will increase by 3% annually over the 2022-23 baseline in mathematics (pg. e43).

Reader's Score: 18

Selection Criteria - Quality of the Project Evaluation

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

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

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

- (i) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.
(4 points)
- (ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.
(4 points)
- (iii) 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.
(4 points)
- (iv) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.
(4 points)
- (v) 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.
(4 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The project has a detailed evaluation plan that includes an external evaluator with experience to conduct a rigorous and objective evaluation. The project includes impact study that will help create a robust evaluation. It is unclear if the external evaluator has training in WWC since the details are limited in how it will meet WWC standards with or without reservations.

- i) The applicant provides a strong evaluation plan that includes an experienced external evaluator (pg. e49) who has the capability to conduct a rigorous and objective evaluation. The study includes an impact study (summative evaluation) and matching and analysis.
- ii) The applicant details a logic model that includes formative evaluation and that will provide stakeholders with data needed to monitor progress to implement program activities and make mid-course program corrections (pg. e51).
- iii) The applicant provides details of objective performance measures in a management plan and outlines a thorough data collection plan with expected outcomes, associated performance measures, data sources, and data collection timeline (pg. e52).
- iv) The applicant presents a valid and reliable performance data on relevant outcomes that uses a mixed-method approach that combines qualitative and quantitative data to provide a comprehensive set of data on project implementation and effectiveness (pg. e54).
- v) The project includes a comprehensive implementation study that will answer the three research questions and a fidelity index to measure fidelity that will help to assess the extend to which the program activities are being implemented as planned and on schedule (pg. e55).

Weaknesses:

- i) Although the applicant provides the external evaluator has training in WWC group design standards and human subject research, the details are limited in describing how specifically the project has a WWC design and would meet WWC

standards with or without reservations.

Reader's Score: 18

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1: Increasing Educator Diversity (Up to 5 points)

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding 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.

Strengths:

The applicant provides a strong program to increase school leadership diversity through a certificate to prepare school leaders, DEI certificate (pg. e19). For example, this certificate will help increase educator diversity through recruiting diverse leaders and deliver coursework that will train school leaders in working with diverse teacher candidates in high-need schools.

Weaknesses:

No weakness noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities (up to 3 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—

(1) 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;

(2) That 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.

Strengths:

The project seeks to promote equity in student access to educational resources and opportunities through coursework that will train school leaders to identify and examine the sources of inequity and inadequacy and engage in pedagogical practices that help transform school into more inclusive environments and toward inclusive excellence (pg. e19).

Weaknesses:

No weakness noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs (up to 2 points)

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on Underserved Students, through developing and supporting Educator and school capacity to support social and emotional learning and development that—

- (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.

Strengths:

The applicant provides a comprehensive plan to include a social-emotional learning training through a new certificate that will prepare school leaders to meet underserved student's SEL needs (pg. e19-20).

Weaknesses:

No weakness noted.

Reader's Score: 2

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Status: Submitted

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Technical Review Coversheet

Applicant: High Point University (S423A220011)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	33
Significance		
1. Significance	25	20
Quality of the Management Plan		
1. Management Plan	20	18
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Sub Total	100	89
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	5	4
Competitive Preference Priority 2		
1. Promoting Equity	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Sub Total	10	9
Total	110	98

Technical Review Form

Panel #10 - FY22 SEED Panel - 10: 84.423A

Reader #2: *****

Applicant: High Point University (S423A220011)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of Project Design (35 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 training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.
(7 points)

(ii) 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.(7 points)

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

(iv) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.
(7 points)

(v) 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.
(7 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

Overview Statement: This program is a well-developed collaboration with the North Carolina Piedmont Triad Educational Consortium of 18 school districts is designed to increase the number of K-12 school leaders in the region, creates a tuition free path to certification. (p. e8) It will provide principal or superintendent certificates in educational leadership and is designed to meet district needs with new certificates, such as Human Capital Diversity, Diversity, Equity and Inclusion, and Social-Emotional Learning (SEL). (p. e19)

Supporting Statements:

Strengths:

The applicant provides a strong professional development plan with flexibility to build on individual credits and needs. The certification program design includes tuition free three credit courses, can be completion in one full year, has specific individual programs and stackable certificates which include a Master of Educational Leadership or Doctor of Education Leadership. (p. e100) The applicant provides an excellent selection of programs which involves mixed combinations of school types, including high-needs, urban, high-poverty, rural and suburban so the results are more likely to be significant for a broad audience. (p. e167) In addition, the program is built on practices that meet WWC group design standards without reservations with the McREL Balanced Leadership and the New Leaders' Aspiring Principals Program. (p.e18) The program utilizes a strong collaborative peer-support model that is designed for working professionals with hands-on executive coaching. The program services clearly involve the collaboration of appropriate partners for maximizing the

effectiveness, such as, the Piedmont Triad Education Consortium will be delegate Advisory Committee members to collaborate with the Leadership Team, and the state association for Supervision and Curriculum Development will provide networking and skillset improvement resources. (p. e25)

Weaknesses:

While the role of the coach is well-defined and critical the project model, it is not at all clear how one coach per year will be sufficient to provide adequate support for the participants. The coaching model is too ambitious for one person and needs more resources in order to be successfully implemented. For example, the model involves specialized coaching 2 hours/month, team coaching 2 hours a month with cohort feedback, and job-alike mentoring for 1.5 hours per month, team collaborations for group coaching and networking 1.5 hours/month. (pp. e21-e22)

Reader's Score: 33

Selection Criteria - Significance

1. B. Significance (25 points)

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

(i) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement. (7 points)

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (6 points)

(iii) 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. (6 points)

(iv) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies. (6 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

Overview Statement: This program did a good job of choosing a wide-array of schools, with varying need issues. Because the applicant chose diverse school models, the impact can be generalized across more school types. The results of strong leadership will impact a large number of diverse students. (p. e20)

Supporting Statements:

Strengths:

The program is a regional approach blueprint model which can readily benefit others, with resources such as stackable educational leadership certification, executive coaching and the resource Portal for school leaders. The Portal will include strategy information regarding the program's key components, such as executive coaching, job-alike mentoring and collaboration, and 360 Assessments which others could find useful. (p. e25) Since the program utilizes promising evidence in creation of the foundations, there is no reason to not expect the desired outcomes will be attained in school leadership which should lead to improvements in teaching and student achievement. For example, there is evidence presented that a well-trained principal can impact 23 times the number of students compared to a teacher. (p. e35) The applicant presents a reasonable budget to support 150 students through the certification processes at a cost of \$33,953

per school leader and represents 19% of the state's students. (p. e37) The budget aligns objectives and activities with the planned evaluative processes. The partnerships have clear commitment, specific roles and detailed in-kind contributions. In addition, sustainability is increased through partnerships and the Leadership Team work as the program builds on the work of the Tucson Regional Education Collaborative roadmap of best practices in professional learning and allows expansion of the ASCEND resource portal. (pp. e37-e39)

Weaknesses:

The applicant mentions that the Leadership Team will work on a sustainability plan, but the cost of free-tuition for school leadership training/courses and certification attainment is a large barrier for future programs. There was limited discussion included regarding strategies to involve expanding partnerships in funding or financial assistance for the participants. Over \$33,900 per student makes the costs difficult to sustain. (p. e37) Other components that might be difficult to maintain include the resource portal which costs \$5000 per resource entered, and the cost of the collaborative leadership certificates at \$12,000 per certificate. There are also a large number of conference attendance plans listed which decrease time available in schools, increase project costs, and don't appear to meet any specific objective.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

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

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

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

(10 points)

(ii) 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.

(10 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

Overview Statement: The management plan uses other successful initiatives as foundational pieces and helps to ensure timely, cost-effective results. The organizational structure relies on the leadership of the 100% Project Director to facilitate monthly meetings of the Leadership Team for evaluation reviews, progress updates, implementation and fiscal oversight. A full-time Accountability Coordinator will oversee budget management.

Supporting Statements:

Strengths:

The applicant has clear goals to improve teaching through effective school leadership (principals and assistant principals) and that teacher effectiveness and retention are the largest predictors of student academic improvement. In addition, personnel and leadership who are trained in SEL create school environments in high-need schools that have higher attendance and lower suspension rates which results in increased graduation rates. (p. e78) The applicant presents a cohesive management plan to achieve the objectives of the project on time and within budget, such as the Project Director will review timelines and monitor and coordinate partnerships activities and the Leadership Team will provide project oversight, review the evaluation updates and suggest program adjustments. (p. e87-e88)) The 100% Accountability Coordinator will ensure budget management, cohort data management and support leadership

collaborative actions. The 5 Executive Coaches will assist in building district leaders by providing team and group collaborative coaching. (pp. e41-46)

Weaknesses:

The objectives are not all measurable as they do not address the issues they are designed to measure. The connection between leadership and academic achievement relationships are not strongly supported. For example, the connections need to be identified that fully explain how the presence alone of an ASCEND leader will result in 3% improved career readiness, college readiness, science proficiency, math proficiency and reading proficiency. It seems that the leader needs to do something with teachers and/or students for a change to result. (pp. e43-e44)

Reader's Score: 18

Selection Criteria - Quality of the Project Evaluation

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

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

(i) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.
(4 points)

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.
(4 points)

(iii) 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.
(4 points)

(iv) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.
(4 points)

(v) 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.
(4 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

Overview Statement: One of the strengths of this application is that evaluation is not a separate component that stands alone as a silo. Instead, the applicant weaves evaluative actions throughout the application and program as it designed to improve and change human leadership skills. The coaching is part of the evaluation plan, just as student academic achievement changes are included in the assessment of quality school leadership.

Supporting Statements:

The applicant presents a strong evaluation plan with methods that will produce evidence about the project's effectiveness

that would meet the WWC standards with or without reservations. (p. e59, e167) One of the forms of research evidence that is used includes Bettinger's work regarding coaching, mentoring and communication methods that will be utilized in the project. The group design strategy is modeled after a WWC study regarding rural principals in a balanced leadership program similar to this project. The Evaluation Group will conduct a rigorous study to summarize results and impacts of ASCEND, disseminate the findings, facilitate continuous improvement and replication. (p. e45) The applicant provides a convincing plan that includes two studies: one is the 50 cohort school leaders who receive executive coaching and their certificates in year one and study two is the academic outcomes for students grades 3-12. (p. e99) Other quantitative data will come from surveys, a fidelity index, plus the qualitative data from focus groups and interviews will be utilized for continuous improvement. The applicant presents a convincing plan design for implementing and evaluating the project that will result in information to guide replication of project activities and strategies, including information about the effectiveness of the strategies employed by the project. (e50-e52)

Weaknesses:

The applicant does not fully support the connection between a one-year leadership certificate and improve academic achievements across all subjects including college-readiness. The objective data does not match the outcomes. (pp. e43-e44)

Reader's Score: 18

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1: Increasing Educator Diversity (Up to 5 points)

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding 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.

Strengths:

The applicant provides a number of strategies for increase diversity in school systems through project Amalgamating School Leadership Certificates and Executive Coaching for New Leader Development (ASCEND). For example, through ASCEND applicant works with school districts to recruit minority school leaders for the graduate certification program, has goals to improve demographic disproportionality, includes discussion of universal access to facilities, supports overcoming socioeconomic barriers, and applies evidence-based frameworks to expand educational leadership certification activities for 3 cohorts of 50 candidates.

The applicant has a clear plan and design to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, and implementing high-quality, comprehensive educational leadership preparation program. The models chosen and the applicant have a track record of attracting, supporting, graduating, and placing underrepresented teacher/leader candidates The program includes one full year of high-quality clinical experiences with certificate coursework, coaching and mentoring prior to becoming the principal of record in high-need schools. (p. e19)

Weaknesses:

The recruitment plan is not well-developed. It is not clear, if there is a current shortage of principals or assistant principals, or where exactly the candidates will be found. More information in this regard would be helpful.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

**1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities
(up to 3 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—

(1) 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;**

(2) That 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.

Strengths:

Supporting Statements:

Strengths:

(1) The applicant presents a program will take place in one or more of the following educational settings, such as early learning programs, elementary schools, middle schools and high schools.

(2) That applicant presents sources of inequity and inadequacy, such as higher absenteeism and disciplinary actions with the underrepresented students. Social, emotional learning is the primary strategy implemented to respond to these issues. Plus, the leadership training involves purposeful training in critical thinking and equity strategies for school leaders that will be inclusive for their teaching workforce and important for students. The professional development planned is inclusive with regard to race, ethnicity, culture, language, and disability status so that educator-leaders are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their schools/students. (p. e19)

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

**1. Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs
(up to 2 points)**

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on Underserved Students, through developing and supporting Educator and school capacity to support social and emotional learning and development that—

- (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.**

Strengths:

Supporting Statements:

Strengths:

- 1) The applicant presents clear evidence that the school leadership certification training fosters skills and behaviors that improve academic progress, teacher satisfaction and school environment improvement. The increase in school leadership competence and confidence is discussed. (pp. e128)
- (2) The applicant clearly 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, such as harassment and bullying. The leadership training has integrated social, emotional learning and fine-tuned leadership processes that honor diversity and help create a safe haven within schools.
- (3) The applicant describes leadership coursework that specifically addresses trauma-informed, such as addressing exposure to community-based violence and trauma specific to Military- or Veteran-Connected Students. The leadership participants will have mentoring and executive coaching to link their hands-on learning to these types of in-school issues. (p. e20)

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Status: Submitted

Last Updated: 07/13/2022 06:37 PM

Status: Submitted

Last Updated: 07/13/2022 11:02 AM

Technical Review Coversheet

Applicant: High Point University (S423A220011)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	33
Significance		
1. Significance	25	21
Quality of the Management Plan		
1. Management Plan	20	16
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Sub Total	100	88
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	5	4
Competitive Preference Priority 2		
1. Promoting Equity	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Sub Total	10	9
Total	110	97

Technical Review Form

Panel #10 - FY22 SEED Panel - 10: 84.423A

Reader #3: *****

Applicant: High Point University (S423A220011)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of Project Design (35 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 training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.
(7 points)

(ii) 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.(7 points)

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

(iv) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.
(7 points)

(v) 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.
(7 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The design of the project is exceptional providing a clear rationale and activities that will provide administrator candidates support in becoming credentialed and working in schools. The focus on targeted professional learning to address identified needs will result in high quality administrators in schools.

i. The professional learning to be provided with project funding is of high quality and would impact the ability of participants to lead in schools. For example, the focus on basic principal and leadership strategies in a certificate program will allow participants to gain knowledge needed to lead schools (p. e19). The inclusion of ongoing coaching as a follow-up to the initial professional development will allow for guidance to participants in the application of the learned material (p. e21). The projects choice of curriculum and content is a good blend of needed leadership competencies. For example, the focus on diversity practices in hiring as well as the McREL Balanced leadership are both necessary elements of a high-quality school leader (p. e24).

ii. The targeted training and professional learning in the project will allow for administrators to continue to positively impact the district after the federal funding ends. For example, the ability for participants to gain advanced degrees using the required coursework will allow for highly trained administrators to guide schools in participating districts (p. e18).

iii. The narrative includes a convincing conceptual framework that will guide the work of the project administration. For example, the focus on creating highly trained school leaders in disparate areas such as leadership characteristics

linked to student outcomes and socioemotional learning will allow for well rounded leaders in any context (p. e23).

iv. The identified partners in the proposed project appear to be aligned to the planned activities and the professional learning in the narrative. For example, the facilitation of the 360 Assessment by the Center for Creative Leadership will provide useful information to the project administration without the bias that could be introduced if conducted by the lead applicant (p. e26). The narrative clearly outlines the activities being undertaken by the identified partners and demonstrates that they will contribute to the success of the project (p. e25).

v. The activities outlined in the narrative are directly linked to identified needs in the participating areas. For example, the focus on administrator training is needed based on the high number of retiring principals and low retention of new principals (p. e28). The focus on very specific professional learning content is clearly aligned and appropriate to address needs such a low student achievement and lack of socioemotional learning with students (p. e29).

Weaknesses:

i. No weaknesses were noted.

ii. The narrative does not provide adequate evidence that they will be able to provide the support required for successful implementation. For example, it is unclear how only one coach trained each year will be able to provide the necessary coaching to all of the participants from a district (p. e20).

iii. No weaknesses were noted.

iv. No weaknesses were noted.

v. No weaknesses were noted.

Reader's Score: 33

Selection Criteria - Significance

1. B. Significance (25 points)

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

(i) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement. (7 points)

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (6 points)

(iii) 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. (6 points)

(iv) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies. (6 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The narrative includes many details regarding the significance of the proposed project and supports the impact that the planned activities will have on the participating districts and students. The narrative lacks some details regarding budget justifications and how the planned activities will be incorporated into already functioning district procedures.

- i. The narrative includes many components of the proposed project that will have significant impact at both the local and national level if the project is implemented well. For example, the specific focus on academic outcomes and discipline techniques will impact both the skill of the administrator as well as the performance of students (p. e35). The multiple components of the project are geared toward providing necessary skills needed by administrators to address the current needs of schools and will provide useful data and research for future project (p. e33).
- ii. The narrative includes a clear justification of most of the activities and expenses included in the proposed project (p. e156). The matching contributions are sufficient and in line with the planned activities which will positively impact participants (p. e39).
- iii. Many of the proposed activities outlined in the narrative will have ongoing impact on the participating districts. For example, the administrators who are trained through the certification process will provide meaningful leadership within their chosen districts (p. e39).
- iv. The planned dissemination activities outlined in the narrative will provide data for future replication as well as highlight successes of the project. For example, the hosting of site visits will allow other institutions who are wanting to replicate the planned process to receive guidance and ask questions regarding implementation (p. e41).

Weaknesses:

- i. No weaknesses were noted.
- ii. The budget includes some costs that are excessive and poorly explained. For example, the budget includes \$192,400 per year for a School Leadership Conference for all participants but it is unclear how this aligns to the work of the project, why participants would need to attend twice a year and what specifically will be covered at the meeting. Also, the participants are planning to attend multiple conferences which seems to be excessive. For example, they will attend the School Leadership Conference twice per year, an Education Leadership Collaboratory Institute, and the NCASCD conference all during one school year (p. e156).
- iii. It is unclear how the projects will be incorporated into the current work of the participating districts and how these activities will complement or augment their certification activities. For example, the new certification programs around diversity in recruitment appear to be standalone programs and not aligned to identified needs in the participating districts (p. e39). It is unclear how some of the activities will continue to impact or grow within the participating districts. For example, it is not clear how the single coach trained in each district will reproduce their learning or training after funding has ended (p. e40).
- iv. No weaknesses were noted.

Reader's Score: 21

Selection Criteria - Quality of the Management Plan**1. C. Quality of the Management Plan (20 points)**

The Secretary considers the quality of the management plan for the proposed project. In

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

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

(10 points)

(ii) 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.

(10 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The narrative includes an adequate management plan that will allow for information to be shared with project administration. The data collected through the goals and objectives will demonstrate impact of many of the planned activities. Some of the goals lack objectives that are connected to the identified areas of the goals and are overly ambitious of the planned impact.

i. The narrative includes many goals and objectives that will provide useful information on the impact of the proposed project. For example, the objectives associated with Goal 2 will provide specific information on the retention of well qualified leaders to impact students (p. e42). The goals and objectives identified are well aligned to the focus of the proposed activities in the narrative (p. e43).

ii. The narrative includes a sufficient description of the personnel who will be involved in the project and their resumes provide support for their ability to accomplish the proposed activities (p. e44). The positions to be hired to execute the planned activities are sufficiently explained, include adequate descriptions of the responsibilities, and supported within the narrative (p. e44). The timeline provided in Table 5 is sufficient to identify when activities will be launched and to ensure that everything will be conducted when planned (p. e45).

Weaknesses:

i. The goals identified in the narrative lack sufficient objectives from which to draw conclusions regarding their achievement. For example, Goal 1 seeks to measure recruitment, but the objectives are only associated with administrator preparation (p. e41). Also, each of the objectives associated with Goal 2 are only associated with retention but the goal seeks to also measure diversity (p. e41). The timeline associated with the expected impact of leadership training on student achievement is overly ambitious and not clearly explained. For example, it is unclear how providing one year of leadership training to administrators will improve academic achievement in all subject areas by 3 percentage points annually without an explicit focus on improved instructional practice (p. e43).

ii. The milestones identified in the narrative appear to be focused on launching activities and not on the actual completion of the work to be done. For example, it is unclear how the project administration will know that the coaching has been accomplished and if enough sessions have been conducted (p. e48).

Reader's Score: 16

Selection Criteria - Quality of the Project Evaluation

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

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

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

(i) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.

(4 points)

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(4 points)

(iii) 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.

(4 points)

(iv) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.

(4 points)

(v) 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.

(4 points)

Please provide Overview Statement on top of first Strength comment.

Strengths:

The evaluation is well-developed and will provide information on the impact and implementation of the proposed project. The data will be useful to both those who will attempt to replicate the project as well as to those wishing to justify the funding of the project.

i. The evaluation includes a clear plan for conducting two studies that will provide useful impact data while meeting the What Works Clearinghouse requirements with reservations. For example, the matching procedures used within each study will allow for meaningful data to be drawn from the analysis (p. e51). The planned analysis is appropriate for the data being collected and includes sufficient minimum detectable effect size (p. e51).

ii. The data collected throughout the project will provide useful information to the project administration to make decisions about implementation and program changes. For example, the planned fidelity measures will provide data for consideration during the monthly check-in meetings (p. e55).

iii. The evaluation includes many data collection methods that will provide quantitative and qualitative data that will measure the impact of the proposed activities. For example, the count of certificates awarded by each program will provide evidence of the successful completion of the program by participants (p. e53). The focus groups and planned surveys will produce useful qualitative information to information implementation activities for the project (p. e52).

iv. The data to be collected in the evaluation are clearly aligned to the objectives of the project and will produce reliable results from which valid inferences can be drawn. For example, the planned reliability analysis to be conducted on the various surveys is sufficient to satisfy the requirements from the What Works Clearinghouse with reservations (p. e54).

v. The planned implementation study proposed in the evaluation is thorough and will provide useful information to guide project administration through the activities in the grant. For example, the fidelity index proposed in the narrative will provide meaningful information that can be reviewed during regularly scheduled meetings to address any deviations from planned activities (p. e55).

Weaknesses:

- i. The evaluation includes data elements that are not adequately matched to the activities of the proposed project. For example, it is unclear how a one-year certificate program in leadership will impact the college predictive ACT scores of students in participating districts (p. e51).
- ii. The mediators identified in the logic model are not clearly connected to the identified long term outcomes of the project. For example, it is not clear how improved relationships between school leaders and educators will lead to improved student academic achievement (p. e128).
- iii. No weaknesses were noted.
- iv. No weaknesses were noted.
- v. No weaknesses were noted.

Reader's Score: 18

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

**1. Competitive Preference Priority 1: Increasing Educator Diversity
(Up to 5 points)**

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding 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.

Strengths:

The proposed project includes several references to their intent to reach out to a diverse group of potential leaders (p. e19). The planned coursework in Human Capital Diversity will allow for prepared administrators to reach out to teachers from diverse backgrounds (p. e19).

Weaknesses:

The proposed project does not outline how it will seek out and retain participants from a diverse background to address identified gaps in participating districts. For example, the narrative identifies how the participants will learn to make strategic human resources decisions but does not say how they will recruit from diverse backgrounds (p. e22).

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

**1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities
(up to 3 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—

(1) 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;**

(2) That 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.

Strengths:

The narrative outlines a clear approach to training participants in ways to address inadequacy and equity needs in their future assignments. For example, the coursework required for the administrative certification will allow for participants to be exposed to high quality information on important equity topics (p. e19).

Weaknesses:

No weaknesses were noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs (up to 2 points)

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on Underserved Students, through developing and supporting Educator and school capacity to support social and emotional learning and development that—

- (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.**

Strengths:

The narrative clearly outlines a focus on providing training to participants on meeting the socioemotional needs of traditionally underserved students. For example, the coursework required in socioemotional learning for participants will prepare them to serve in their future assignments in high needs schools. (p. e20). The goals and objectives of the project are focused on the impact of the training of leaders on the academic performance of students served by the candidates (p. e43).

Weaknesses:

No weaknesses were noted.

Reader's Score: 2

Status: Submitted

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