

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

Status: Submitted

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Technical Review Coversheet

Applicant: Center for Leadership and Educational Equity (S423A220015)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	35
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Management Plan	20	16
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	96
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	5	3
Competitive Preference Priority 2		
1. Promoting Equity	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	1
Sub Total	10	7
Total	110	103

Technical Review Form

Panel #9 - FY22 SEED Panel - 9: 84.423A

Reader #1: *****

Applicant: Center for Leadership and Educational Equity (S423A220015)

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 Center for Leadership and Educational Equity presents a well-developed plan describing the intent of the Equity Leader Accelerator Project (ELAP) to increase equity practices in early career principals and school leaders. The applicant provides an outline of a support system that will address the needs of the early career principals, aspiring school leaders, "seasoned" principals, and the students they serve.

(i)The applicant provides an excellent description of the professional development to be provided. The delivery of services is varied, from individual study to group sessions. Project activities appear to be designed to fully meet the purpose of the project and are both high quality and intense. (pg. e23-e27) An example is the "Implementation of the Core Leadership Practices". It includes six 60-minute sessions with a trained coach and is followed up by two 90-minute observation sessions with additional training/coaching sessions to follow within a one-year period. (p. e26)

(ii) The applicant clearly identifies how the proposed project can be sustained beyond the federal funding period. The applicant identifies specific skills and knowledge gained by participants that will continue to guide their leadership experiences after the project ends. (pg. e28-e29) The applicant cites the impact of mentoring on improving the skills of principals who in turn will mentor other principals and staff, potentially impacting teaching and learning in multiple schools. (p. e28) The proposed project has the potential to establish a model that can influence future principals as well as continue to be a guide for existing participants.) The applicant will continue to maintain the tools and resources as open-source references and guides for participants and aspiring and new leaders in the future. (pg. e28-e29)

(iii) The applicant's conceptual framework is clearly centered around: strategies to implement ELAP program at scale, (2) the ELAP program itself, and (3) the intended outcomes (for participants and students). (p. e16) The ELAP program is focused on evidence-based strategies. For example, the primary focus is identified as the outcomes for early career principals. The applicant describes the 2-year training component as first addressing the average time individuals remain as principals, four years. The increased term of mentorship with experienced principals, evidence based professional development, and equip participants with strengthened equity leadership practices. (pg. e17-e21)

(iv) The applicant provides a detailed description of the collaboration with the Massachusetts Department of Elementary and Secondary Education on the support in the development of the proposed project. The project was designed to create a mentoring and induction approach based on research-based curriculum that supports MADESE's Anti-Racist Leader Competencies. The partnership will work collaboratively to ensure that the tools and resources are aligned with the competencies (pg. e29-e30) A letter of support is be found on page e130.

(v) The applicant clearly describes the focus of the project design to address and overcome the misconceptions of the academic abilities of underserved students through the empowerment of principals, The applicant provides a research-based discussion of education inequity and the role of the principal in guiding staff in overcoming those attitudes and concepts. (pg. e30-e32) For example, the applicant proposes to utilize mentoring tools to assist the principal in implementing strategies such as disaggregated data to modify instructional practices. (p, e32)

Weaknesses:

No weaknesses found.

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 applicant provides a clear discussion regarding the significance of the project. A clear description and potential benefits of the outcomes of the project are clearly defined. The project has an adequate budget, and the dissemination plan is designed to ensure resources are available to a large population of educators beyond Massachusetts.

- (i) The applicant presents a clear discussion supported by research regarding the magnitude of the impact on teaching and learning that can be gained through the proposed project, The applicant cites five specific areas that will be impacted:
- Impact on student learning
 - Impact on educators
 - Impact on leaders
 - Impact on districts
 - Impact on research and the field (pg. e33-e34)

For example, the applicant identifies the importance of the implementation of research-based strategies and evidence on the understanding, skills, and inclinations on educators. (p. e33)

(ii)The costs per participant appear to be reasonable for the services provided to 40 Early Career Principals,40 Experienced Principals, and 40 Aspiring Principals/Emerging Leaders for a total of 120 participants. (p. e 13). Services include individual mentoring with a trained coach, observations, and access to additional professional development services and materials, (pg. e26-e27)

The applicant provides a well-planned dissemination strategy. Project developed materials as well as outcomes will be available through a variety of formats and platforms. The applicant provides an extensive list of project resources available on the CLEE website and through newsletters, blogs, and social media post (pg. e38-e39) The applicant will build upon its history of publishing multiple articles and results regarding educator professional development. (p. e164)

Weaknesses:

No weaknesses found

Reader's Score: 25

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 a detailed description of the management plan.

(i) The goals, objectives of the proposed are clearly specified and measurable. (pg. e186-e189)

(ii) The applicant provides an adequate management plan. Tasks and responsibilities are specifically identified by personnel. The applicant presents a table that associates tasks with personnel and the percentage of time allocated to the

proposal in support of the ability to complete the tasks on time and within budget. (pg. e41-e42)

Weaknesses:

(ii) The applicant does not include a position description identifying job requirements for the ELAP coordinator position. (p.e189)

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 applicant presents a well-developed evaluation plan. It has the capacity to both meet the WWC standards and produce significant data.

(i) American Institutes of Research (AIR) proposes to conduct a quasi-experimental research design to measure student achievement in ELA and mathematic in grades 3-8 and grade 10. To meet what Works Clearinghouse standard, four participant schools will be matched to four comparison schools. For example, schools will be matched by grade level with cluster level assignment. (p. e47)

(ii)The applicant presents a detailed description of the methods of evaluation that will be used and the validity of each. (pg. e50-e53) The applicant will conduct a mixed method evaluation that will use and present the results of qualitative and quantitative data. Based upon yearly results, progress toward meeting the goals and objectives should be available on a quarterly and yearly basis. For example, each district will complete a self-assessment checklist that measures changes in in diversity based on districtwide systems and practices. (p. e53) Yearly reports will assess progress and provide feedback during quarterly meetings and bi-annual briefs (p. e53).

(iii)The applicant provides a clear description of the plan to use objective performance measures that are clearly related to the intended outcomes and will measure progress toward equity-focused practices. The plan uses mixed methods with quantitative and qualitative data. The applicant specifies four (4) questions that address either: 1) project implementation; 2), participant equity; 3) improvements in school and leader practices that promote equity in student access to educational resource; and 4) an increase educator diversity and support. Results will reflect the results of quantitative data such as attendance records and qualitative data including CLEE Reflection Forms. (p. e51)

(iv) The applicant provides a clear description of the measures to be taken to ensure reliability of data. The applicant states that a variety of data collection tools will be used such as attendance records, CLEE Reflection Forms, records of participant completion of learning modules, and other ELAP program documents to documents (pg. e51-e52)

(v) A detailed description is provided detailing how the final findings will be reported and steps for possible replication. (pg. e53-e54) The detailed process begins with Registry of Efficacy and Effectiveness Studies, where a project must be registered. (p. e54) In addition to providing the final report AIR will provide guidance depending on the site, the goals, and desired outcomes, with variances depending on the site. (p. e54)

Weaknesses:

No weaknesses found.

Reader's Score: 20

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 will clearly address the retention, recruitment, building equity leadership practices, and implementation of effective instructional and equity practices in a two (2) year professional development project. The proposed project is clearly aligned to Massachusetts state standards for quality training and to the Massachusetts State Department of Education's Anti-Racist Leader Competencies. (pg. e 21-e22)

Weaknesses:

The applicant does not specify the percentage of minority or underrepresented new principals to be selected for the project. (p. e13, p.e40)

Reader's Score: 3

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 applicant proposes to provide a project that clearly addresses equity in the education system through professional development provided to new and experienced school principals. The professional development and subsequent project activities including mentoring will enable participants to create an equitable, safe learning environment positively impacting student academically and emotionally. (p. e 22)

Weaknesses:

No weaknesses found.

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 will address competitive priority 3 through Core Leadership Practices modules 60-minute coaching with experienced principals. (P. e27)

Weaknesses:

The applicant does not specifically address trauma informed exposure.

Reader's Score: 1

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Technical Review Coversheet

Applicant: Center for Leadership and Educational Equity (S423A220015)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	35
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Management Plan	20	15
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	95
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	1
Sub Total	10	8
Total	110	103

Technical Review Form

Panel #9 - FY22 SEED Panel - 9: 84.423A

Reader #2: *****

Applicant: Center for Leadership and Educational Equity (S423A220015)

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 professional development to be provided by the project are of high quality, intensity, and duration and will lead to improvements in practice among the recipients of those services. The project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. There is a strong conceptual framework underlying the activities which provide quality framework. The services to be provided by the project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. The project design is appropriate to, and will successfully address, the needs of the teachers in the program.

(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.

The applicant explains the ELAP will advance equity leadership practices through the strategies by employing CLEE. The CLEE program has been successfully scaled in its practices and outcomes for students and school leaders in different career stages in multiple states. ELAP will support the four categories of school leaders at their current career stages. For each of the four career categories, coaching, mentoring, community of practice sessions, and asynchronous modules and resources will be provided. (pg. e 23)

(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.

The proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance by the applying the logic model to develop high quality curriculum, setting direction, building capacity to teach, building capacity to collaborate, building capacity to lead, reorganizing systems, and monitoring progress. Additionally, ELAP will build substantial capacity for continued sustainable implementation and results beyond the period of federal assistance by the creation of new digital content for the free online resources on the project website and to the learning management system utilized by participants. (pg. e. 25, 28)

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

The applicant describes the project's conceptual framework as being an Equity Leader Accelerator Program Model. This model will include strategies to implement ELAP program at scale, the ELAP program itself, and its intended outcomes. To ELAP program is scalable and sustainable, CLEE will build strong partnerships with districts and build on high quality curriculum. The experimental learning, data for continuous improvement, and interactive learning will result in better retention, equity, and racial diversity. (pg. e. 16-17)

(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.

To ensure ELAP provides a scalable and sustainable model. The CLEE program will build strong partnerships with districts and use high quality curriculum. Project partners include the American Institutes of Research as external evaluation partners, the state Department of Elementary and Secondary Education, and the state Local Educational Agencies will be collaborating partners. (pg. e. 13, 29)

(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.

The applicant will serve the needs of the target population of underserved, high need focal groups of students. The ELAP program aims to assist leaders of color in impacting their schools by preparation and support. Leaders of color can positively impact the outcomes of teachers of color. ELAP will support leadership of color by supporting current Experienced and Early Career Leaders of Color and by recruiting and supporting Aspiring Principals and Emerging Leaders of Color in the second year of ELAP the program will train in CLEE's nontraditional preparation program. The target student population is marginalized students identified in focal groups deemed high needs. The local student population consists of 28% of low-income 8th graders are on grade level in math which is less than half the rate for higher income students. 1 in 3 English learners don't graduate on time, additionally, 1 in 7 dropped out of school. The U.S. has a long history of racial oppression, segregation, economic discrimination, non-English language suppression, and low expectations for the academic success of marginalized student. The proposed program will address these identified needs in the target population. (pg. e. 31-32)

Weaknesses:

None 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 applicant explains the importance of outcomes designed to be attained by the project by describing strategies improvements in teaching and student achievement. The program demonstrates costs that are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. The project has the potential for incorporating the activities into an ongoing teacher training program of the local education agency at the end of Federal funding. There is a plan to be disseminate results in ways that will enable others to use the information or strategies.

(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.

The importance of ELAP on improving teaching and learning, especially for students in high need focal groups, is significant. The CLEE program has a 12-year history of the relating the variables in the ELAP Logic Model and applying the results to improve the program. CLEE's research and outcomes indicate that the ELAP leadership development activities will result in improvements in student learning. The ELAP evidence-based leadership development and equity leadership practices ELAP will have an impact on student academic achievement and social emotional learning. (pg. e. 33-34)

(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.

The ELAP program was designed to establish a new model for districts, state educational agencies, and professional learning providers work collaboratively to leverage resources in a sustainable way. Engaging in professional leadership learning and coaching like getting a mentor an early career or pursuing a principal certificate is often seen person looking to advance their skills and career, rather than viewing it as a district strategy to improve educator practices and equitable student outcomes. Most districts do not support leaders in systems-improvement strategies since most districts do not have enough structures set up to support the capacity-building that is necessary for improvements. (pg. e. 34)

(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.

The applicant states they will ensure the program design can be implemented at a reasonable cost beyond the grant period. The program investment will serve districts by supporting a system of structures and processes that foster mentoring and induction is limited to a one-time cost. The program will allow current and future districts to continue to use the open source tools and resources from CLEE and MADESE. Districts will benefit from the capacity building of mentors in the district which will support a continuous pipeline of Emerging Leaders and Aspiring Leaders. (pg. e. 36)

(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.

The applicant describes the results of the proposed project are to be disseminated so other districts can use the information and strategies. The plan is to scale and disseminated key resources are through a wide variety of formats. For example, pieces/products such as blogs, white papers, peer reviewed publications. (pg. e. 40)

Weaknesses:

None noted.

Reader's Score: 25

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 projects outlined goals, objectives, and outcomes to be achieved by the project are clearly specified and measurable. There is an adequate 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.

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

The applicant sets out 2 project goals, the first to increase academic and social emotional learning outcomes for students in high needs focal groups through equipping school leaders to improve their own and educators' equity leadership practices. The second goal is to accelerate equity leadership in schools through documented and replicable systems and strategies that can be scaled to other districts. The project has outcomes to be achieved by the project. (pg. e. 39, 42)

(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.

The applicant has provided project timelines, responsible personnel, and milestones for activities. For example, in project year 1 the Senior Program Director, Project Director for Mentoring and Induction, program staff will administer programming to train 40 Experienced Leaders and Mentor 40 Early Career Leaders. CLEE has adept use of communication, project management and accountability tools to track progress, adjust efforts, and ensure communication needed to successfully achieve outcomes and deliverables. The CLEE and AIR team provide information on their experience in

managing large scale multiyear program implementation and evaluations. (pg. e. 39, 41, 42, 44)

Weaknesses:

(i) The applicant does not provide a clearly defined measurable outcome for each objective. For example, goal 2.1 has an outcome of a self-reported degree to which district guidance is implemented in participating districts. This goal needs to provide a degree of expected improvement for each project outcome so that it can be determined if the project is on track for achieving those goals during the grant cycle of reporting results. (pg. e. 39, 42)

(ii) The applicant did not provide job descriptions so that the roles and responsibilities of the project could be understood. The applicant also did not provide information on how educator diversity was included in the job descriptions. This information for jobs helps to define project roles and clarify who is responsible for which project tasks. (pg. e. 9, 13, 22, 177)

Reader's Score: 15

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 set out methods of evaluation that if well implemented, will produce evidence about the project's effectiveness that will meet the WWC standards with or without reservations as described in the WWC Handbook. The methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes and will include the use of objective performance measures that will produce quantitative and qualitative data. The methods of evaluation will provide valid and reliable performance data on Relevant Outcomes for the project. The design for the project implements and evaluates project will result in information to guide replication of the

project and will include information about the effectiveness of the strategies employed by the project.

(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.

The project outcome evaluation will measure the impact of ELAP on student, school, and principal outcomes. AIR's will use a quasi-experimental research design, to ensure valid and reliable outcome measures. AIR will employ rigorous analytic methods which will produce evidence of effectiveness that meets What Works Clearinghouse (WWC) 4.1 Standards with Reservations. The applicant outlines three research questions and the data source it will use to analyze that question. (pg. e. 46)

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

The applicant state research questions 4-7 are formative evaluation research questions. The questions are listed with their data sources. For example, research question 5 is to what extent do participants find key components of ELAP to be useful and of high quality? This question will be answered with annual interviews with ELAP participants, ELAP program staff, and CLEE coaches. Project objective 2 will be measured by examining to what extent do district leaders report districtwide systems and practices that increase educator diversity and support leaders through preparation, induction, and mentoring? The objective will be measured through a district self-assessment checklist. These questions will support periodic assessment of progress toward achieving intended outcomes. (pg. e. 46)

(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.

The formative evaluation will examine fidelity and quality of the program implementation by providing periodic assessment of progress toward achieving intended project outcomes. Performance measures are aligned with project outcomes and will measure progress toward equity-focused practices in ELAP schools, using mixed methods with quantitative and qualitative data. AIR will collect attendance data for all coaching and professional development at the end of each session. Early Career Principal, Aspiring Principal, and Emerging Leaders submit CLEE Reflection Forms after completing the coaching sessions. Data will also include summaries of peer-learning sessions will be collected via the CLEE Reflection Forms, and CLEE will use participant login data to track participant completion of online asynchronous learning modules. AIR will process and review program data monthly and implementation data will be reported to CLEE biannually. (pg. e. 46, 51-52)

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

The Views of Climate and Learning (VOCAL) Survey Project from the state Department of Elementary and Secondary Education is a valid, reliable instrument. This survey is administered annually to students in grades 4, 5, 8, and 10. Principal retention will be measured using administrative personnel data from the state Department of Elementary and Secondary Education following guidelines from the WWC Review Protocol for School Leadership on using retention as an outcome measure. (pg. e. 49)

(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.

The project evaluation will guide development and generate information for future scaling through both its formative and outcome evaluations. AIR will document program implementation as part of the formative evaluation. AIR will pre-register the ELAP impact study details, including the design summary, confirmatory contrasts, and impact models, in the Registry of Efficacy and Effectiveness Studies, updating the registry as needed. The final evaluation report will be available on AIR's website and presented at conferences. This will ensure information about program effectiveness can guide

implementation of the program by other districts. AIR will also write and publish a journal article and support CLEE in disseminating evaluation results to parents, teachers, and school staff in participating districts. (pg. e. 54)

Weaknesses:

None noted.

Reader's Score: 20

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 Center for Leadership for Educational Equity's (CLEE) Equity Leader Accelerator Project (ELAP) is an evidence-based mentoring, induction, and preparation practices to increase equity leadership practices among 40 Early Career Principals, 40 Experienced Principals, and 40 Aspiring Principals or Emerging Leaders. This 2 year program will impact an estimated 3,000 teachers and 40,000 students. ELAP is a program that builds the capacity of school leaders to enact Core Leadership Practices aligned to the states Anti-Racist Leadership Competencies through professional learning that focuses on experiential learning, using data for continuous quality improvement, and interactive learning components. These professional development strategies will be delivered through coaching, mentoring, community of practice sessions, and asynchronous modules and resources. The training is to support Early Career Principals, Experience Leaders, Aspiring Principals, and Emerging Leadership. (pg. e. 13)

Weaknesses:

The applicant does not provide a measurement for increasing educator diversity. This priority dictates that applicants must develop projects that are designed to improve the recruitment and outreach of a diverse educator group. A measurement or a form of evidence that demonstrates this criterion is being addressed. (pg. e 40)

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:

(2) The project designed to promote educational equity and adequacy in resources and opportunity which will result in improved principal retention, especially among principals of color. The aim is to improve the administrator pipeline and implement effective instructional and equity practices at the school-level. These implementations will improve student academic performance in ELA and mathematics and social emotional learning for students in high need focal groups as well as their peers. (pg. e. 13, 30-41)

Weaknesses:

None 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:

(2) Educators of color can positively impact the social emotional and academic outcomes for marginalized students and all students. The application will improve social and emotional learning outcomes of students in high need focal groups in Early Career Principals' schools by using VOCAL, a school climate survey for identified high need focal groups. The purpose is to increase the ability of educators to collaboratively improve instructional and school practices to support academic and social emotional learning for high need student focal groups in Early Career Principals' schools. (pg. e. 30, 32, 39)

Weaknesses:

The application does not explain how they are supporting trauma-informed training. There is also no mention of addressing exposure to community-based violence and trauma specific to students. This is a part of this criteria and must be addressed as a part of the project plan. There was no plan for physical spacing. (pg. e. 46-49)

Reader's Score: 1

Status: Submitted
Last Updated: 07/13/2022 07:49 PM

Status: Submitted

Last Updated: 07/13/2022 04:14 PM

Technical Review Coversheet

Applicant: Center for Leadership and Educational Equity (S423A220015)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	35	35
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Management Plan	20	18
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	98
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	5	3
Competitive Preference Priority 2		
1. Promoting Equity	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	1
Sub Total	10	7
Total	110	105

Technical Review Form

Panel #9 - FY22 SEED Panel - 9: 84.423A

Reader #3: *****

Applicant: Center for Leadership and Educational Equity (S423A220015)

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:

The applicant has made a substantial case for the needs of principals to be trained and mentored to bring about school improvement and equity. The intensity of the program is solid and should result in successfully reaching the goals for the project.

Supporting Statements:

Strengths:

1) The quality of the professional development in ELAP is strong as it is aligned with a recent New Leaders Study and core leadership studies coupled with Anti-Racist Leadership and Mentoring modules. (e17) The intensity is appropriate to the task as principals will engage in experiential learning practices, data use for continuous improvement, and interactive learning components. (e21; e25) The duration of the project is ample as each leadership level is involved in professional learning for two years. (e20)

2) The project design will build capacity as principals who have completed the two-year instructional cycle will be expected to mentor subsequent stages of aspiring and early career principals. (e20-21; e23-29) Results of the project on principals, educators, and students will be evaluated by an external evaluator, disseminated in-house and on a broader scale, and used to drive continuous improvement. All materials will be openly licensed and distributed through an online venue. (e26-29)

- 3) A logic model with explanations of each element was provided as part of the narrative. Strategies were presented to bring the project to scale, as well as program activities, fidelity outputs, outcomes for leaders, educators, and students. (e16-23)
- 4) The applicant has a long-standing partnership with the districts and supporting agencies relative to improvement of leadership practice. Three areas of continued collaboration include professional development for principals, adoption of Anti-Racist Leadership Competencies, and the revision of leadership preparation programs. (e29-30) Letters of support are provided from MA DESE, AIR (who will conduct most of the research), and six school districts. (e130-137)
- 5) Student achievement needs were well-documented as well as a need for school leadership to be trained in progressive practices to promote equity. The applicant has made a substantive case for the link between training principals, especially principals of color, to be instructional leaders and to drive equitable student learning. (e30-33)

Weaknesses:

- 1) No weaknesses cited.
- 2) No weaknesses cited.
- 3) No weaknesses cited.
- 4) No weaknesses cited.
- 5) No weaknesses cited.

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:

Overview Statement:

The significance of this project is that professional development is conducted in-house which saves districts and individuals time and money. Additionally, by disseminating materials utilized and developed, it is highly replicable.

Strengths:

- 1) The project's focus is a continuation of the work started by partners to train principals to be instructional leaders with a focus on equity. This focus is driven by the academic needs of the students in the districts. The research and

strategies evolving from this project will impact all levels from the students, through the principals, to the educational field at large. Numerous timely citations have been provided to support the project ideas. (e33-34; e55-61)

2) Costs are reasonable in relation to the number of principals trained, and teachers and students impacted. The application supports a systematic approach to training principals in-house and with a more cost-effective plan. Match requirements have been met. (e34-36; e177-205)

3) The potential for the processes supported by the proposal is high. The professional development is cost-effective and should produce mindful principals who stay in the field of education. CLEE plans to continue use of the model as well as release it in public domain to support other districts. (e36-38)

4) Dissemination is planned in several ways. CLEE has a record of disseminating materials and programs through research publications, open resources on the web, newsletters, blogs, and other social media. Presentations at conferences and dissemination through the AIR agency will reach numerous policymakers, practitioners, and researchers. (e38-39)

Weaknesses:

- 1) No weaknesses cited.
- 2) No weaknesses cited.
- 3) No weaknesses cited.
- 4) No weaknesses cited.

Reader's Score: 25

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 quality of the management plan is strong and is predicated on the history of these agencies and districts having worked together previously. SMART goals are in place with a very thorough evaluation planned.

Supporting Statements:

Strengths:

- 1) The applicant provided two clear and measurable goals for the project. They are aligned with objectives, outcomes, and measures; are timely, and reasonable SMART goals. Measures for evaluation are sensible and combine subjective and discrete ways of knowing. (e39-40)
- 2) A management plan was provided with objectives, a timeline, milestones/activities, and individuals responsible. (e42-45) A chart of key personnel and their responsibilities shows clear alignment between FTE and the role of the individual. (e41-42) Additionally, the inclusion of vita for key personnel substantiates their experiences and abilities to fulfill

their respective project roles. (e68-128) The applicant has a track record of successfully completing and reaching the goals of several previously funded projects. (e45) Letters of support from partners as well as the State department of education show commitment and specific deliverables to the project. (e130-137)

Weaknesses:

- 1) No weaknesses cited.
- 2) Job descriptions were to be provided for new hires such as the coaches and instructors in Appendix G9, however none were not found. Recruitment of principals to ensure equitable representation was out outlined. Therefore, it would be difficult to determine if principals of color were positively affected by the project. (e13, e22, e177)

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:

A comparative interrupted time series design will be incorporated to evaluate the effects of principal training on retention and student learning. The matched comparison study will meet WWC standards with reservations. (e46-54) Much of the research and dissemination will be conducted by AIR who has a strong history with the Center and has ample experience at conducting rigorous research.

Supporting Statements:

Strengths:

- 1) The applicant will use a quasi-experimental approach to perform an evaluation that will meet WWW standards with reservation. Research questions aligned to goals and outcomes will drive the research and inform the process. Research questions focus on student achievement and principal effectiveness. A matched comparison study with large numbers of participants is planned. Data sources are both qualitative and quantitative with validated measures being utilized when appropriate. (e46-50)
- 2) Formative and summative measures will be utilized and aligned to project outcomes. Data will be collected periodically on regular schedules, analyzed according to research questions with results reported biannually. Results will also be shared in regular check-in meetings, with quarterly progress updates, and two briefs annually. A final report will be submitted in year 3. (e50-53) Evaluation of GPRA measures is in place. (e206-209)
- 3) Objective data will be gleaned from quantifiable measures such as attendance and referral reports, state testing results, observation protocol, and personnel records. Qualitative data will be derived from surveys and questionnaires, climate inventories, and module completions. All are aligned to the outcomes of the project. (e46-54)
- 4) A number of strategies will be utilized to improve the validity and reliability of the evidence in the study. Scores from student achievement tests will be standardized with grade, subject, and year. Attitudinal surveys such as the VOCAL have been previously validated and checked for reliability. Project staff will follow guidelines from the WWC Review Protocol for School Leadership when using retention as an outcome measure. (e49-50; e139-150) A detailed analysis design was provided by the applicant. (e171-177)
- 5) The applicant plans to register the impact study with the Registry of Efficacy and Effectiveness Studies and update findings regularly. Results of the study will be disseminated widely through publications and presentations at multiple levels. (e53-54) Project staff include individuals with evaluation and assessment credentials as well as fidelity and quality assurance personnel. (e92-93)

Weaknesses:

- 1) No weaknesses cited.
- 2) No weaknesses cited.
- 3) No weaknesses cited.
- 4) No weaknesses cited.
- 5) No weaknesses cited.

Reader's Score: 20

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 project will address diversity issues in several ways. First, many of the measures utilized to analyze the project are disaggregated by gender identify, race/ethnicity, and years of experiences. (171-174) The applicant seeks to increase equitable academic learning outcomes for students in high needs schools by training principals to better meet their needs and those of the schools. All 160 principals will receive training in core leadership practices including the Massachusetts's Anti-Racist Leadership Competencies. (e13, e40)

Weaknesses:

No specific and measurable indication of current or planned diversity percentage increases was found. Numerous sections in the narrative express the intent to increase diversity in reference to the principals and the students in the schools. However, a specific and measurable number or percent of increase was not found.

Reader's Score: 3

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:

- 1) The applicant has provided several goals that address the promotion of equitable practices that bring about increased student learning. One particular strategy that will help train educators to teach and lead more equitably is the use of the Anti-racist module provided by the State. The project's principals will span all grade levels as they are trained to utilize sound and equitable academic leadership that is responsive to ethnic/racial characteristics. (e38-41)
- 2) Goal 1 addresses the applicant's intent to increase academic and social emotional learning outcomes for students in high need populations by equipping their leaders with sound, equitable practices. Anti-racist training will be a part of the modules the principals will have access to. (e39)

Weaknesses:

- 1) No weaknesses cited.
- 2) No weaknesses cited.

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:

- 1) An over-arching goal of the project is to retain principals and train them to be responsive to meeting the social, emotional, and academic needs of students. The project has a goal 1 that learning outcomes will be increase for students, especially those high needs students, in the areas of both academics and social emotional learning. The training the principals will receive proports to help principals accomplish that goal. (e39)
- 2) The applicant has identified issues that impact student learning. This is especially true for students in high needs focal groups. The training for principals is geared toward helping students alleviate some of the barriers to learning, especially those that deal with racial inequities. Many of the research questions will call for disaggregating data to determine if the interventions were appropriate. (e39, e46)
- 3) No strengths cited.

Weaknesses:

- 1) No weaknesses cited.
- 2) It is not apparent that the applicant has a plan to identify and address issues of physical safety in the classroom. (e30-31)
- 3) There is no evidence that the applicant intends to address criteria 3.

Reader's Score: 1

Status: Submitted
Last Updated: 07/13/2022 04:14 PM