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

Technical Review Coversheet

Applicant: New Leaders, Inc. (S423A220024)
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	20
Quality of the Project Evaluation			
1. Project Evaluation		20	20
	Sub Total	100	100
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	110

Technical Review Form

Reader #1: **********

Applicant: New Leaders, Inc. (S423A220024)

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 applicant thoroughly describes the training and professional development services that will be provided by the proposed project. The quality, intensity and duration of the training/professional to lead to improvements in practice among the recipients of those services are robust. The proposed project is also properly designed to build capacity. Strong evidence of how the applicant will yield results that will extend beyond the period of Federal financial assistance is noted in the narrative. Additionally, the applicant provides a detailed conceptual framework underlying the proposed research activities. Solid evidence that the planned project involves the collaboration of appropriate partners for maximizing the effectiveness of project services is described in the narrative. Further, the applicant fully discusses the needs of the targeted area, and describes a proposed project that is appropriate to, and will successfully address, the needs of the target population.

   i.   The applicant clearly describes an innovative 16-month clinically based principal development program focused on developing transformational leaders committed to equity and excellence in education in every school, for every student. Program participants will participate in coursework with related assignments to assess learning of key leadership concepts and competencies aligned to New Leaders' Transformational Leadership FrameworkTM (e24). Additionally, through a residency experience in the school where they work, participants will apply learnings in an authentic setting and receive ongoing feedback from a dedicated New Leaders leadership coach and residency site principal (e24). The curriculum includes a program orientation, followed by appropriate coursework (e29). Participants will also take part in a program-long residency spanning 320 contact hours (e30).

ii.   The applicant will clearly build capacity that will extend beyond the grant, as the pilot cohort enrolled 100% leaders of color, representing 13 states. By the end of FY28, they aim to have 500 participants enrolled annually in the certification and combined master's + certification programs, across fall and spring cohorts (e31). Alumni will receive certification services, 3-years of ongoing professional development, and network convenings for collaborative learning (e32). The proposed project certification is an approved program leading to a standard principal license which opens the route for program completers to use multiple pathways to certification (e32). Additionally, the applicant specifies, Fellowship itself will continue to grow beyond the grant period, reaching 300-400 participants per year by academic year 2027-28, funded primarily by tuition and philanthropic support. Those served by the Fellowship during the three-year grant period will impact over 350,000 students annually in the future as school leaders (e35).

iii.   The Fellowship is grounded in the conceptual frameworks of each of our IHE partners, namely the CANDLE Framework (Morehouse) and the CAU Conceptual Framework, which are aligned with New Leaders' Transformational Leadership Framework (e35). A cross-walk of the frameworks is also provided in the narrative (36). Their equity-based approach develops participants' competencies across TLF's five-evidence based categories (e36). The applicant also specifies that the New Leaders' flagship offering, Aspiring Principal, the program from which the design for the Fellowship was developed, has the strongest evidence base of any principal preparation program in the country (Herman et al., 2016).

iv.   The collaboration of partners is evident in that, the applicant New Leaders will serve as the primary program provider, AIR as the external evaluator, Morehouse College and Clark Atlanta University (CAU) as two IHE partners that will deliver the Fellowship program and provide best practice resources, and the to-be-recruited LEAs will all work together for implementation of the proposed project (e18). Additionally, the applicant will partner with Channel partners, such as Men of Color in Educational Leadership, Latinos for Education, Chiefs for Change, and Teach for America (e38).

v.   The applicant clearly indicates the project will meet a glaring need. Specifically, they cite, 38% of principals expect to leave the profession in the next three years (NASSP, 2021). Several principals indicated they are working harder and longer hours since the pandemic, and no support is being provided (e38). Additionally, they provide data noting a lack of principals of color in schools where students of color are a large part of the population (e39). The proposed project will clear address this gap.

Weaknesses:

i.   No weaknesses noted
ii.   No weaknesses noted
iii.   No weaknesses noted
iv.   No weaknesses noted
v.   No weaknesses 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 thoroughly describes the significant impact that are likely to attain by the proposed project, especially improvements in teaching and student achievement. The budgeted items provided in the application are appropriate and reasonable in relation to the number of persons to be served and to the anticipated results and benefits. Additionally, the applicant provided comprehensive evidence of a plan for incorporating the project activities into the current program after Federal funding has ended. Further, comprehensive evidence of how the applicant plans to disseminate in ways that will enable others to use the information or strategies is provided in the narrative.

i.   Fellowship participants served under the SEED grant will end up leading over 545 schools nationwide and impacting 350,000 students annually, with compounding effects as the Fellowship continues beyond the grant period and more school leaders assume principal roles (e40). The applicant has also demonstrated success in retention of principals and high-performance rates for their students (e41).

ii.   The total federal costs requested in support of the Fellowship equal $10,564,616. These costs, as defined in the Budget Narrative, are reasonable in relation to the overarching goal, nine objectives, and four strategies of the proposed project (e46). During the grant period, the Fellowship will serve 731 aspiring principals, 731 Residency Site Principals, 12,422 teachers and 334,850 students. This is an equivalent of $761 per educator in requested federal funding and $32 per student (e47).

iii.   The applicant clearly indicates by the end of the grant period, the Fellowship will be fully integrated with the work of New Leaders and will continue, due to its long-term field-based, organizational, and financial sustainability (e47). The Fellowship has been designed on a firm foundation of New Leaders' TLF, and the work is aligned with the New Leaders mission and its FY25 Strategic Plan. Furthermore, the Fellowship makes use of current organizational structures and supports rather than being supported by an entirely new team of personnel (e48). Additionally, the applicant specifies Tuition for the Fellowship will offset the cost of the program, and cost-sharing arrangements have been made with IHE partners and Noodle for long-term sustainability (e48).

iv.   The applicant clearly indicates that they will disseminate information through publications, lead presentations and facilitation of discourse at various educational conferences (e49). In addition, the applicant will seek to identify opportunities to share tools and resources that benefit the broader education community, such as video assets created with grant funds, research reports and white papers, recommendations for states on certification policies and practices, tools for districts for use in principal hiring and selection, and recommendations for school districts around building a leadership pipeline. To disseminate its publications and resources, the applicant will share through the NLN and channel partners, as well as their website (e49).

Weaknesses:

i.   No weaknesses noted
ii.   No weaknesses noted
iii.   No weaknesses noted
iv.   No weaknesses 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 management plan provided includes four appropriate goals, objectives and outcomes that are measurable. In addition, the management plan is thoroughly developed and can be achieved on time and within budget. The responsibilities listed in the narrative for the key personnel are comprehensively described and connected to project tasks and activities. In addition, the applicant provides a detailed management plan including thoroughly developed objectives, activities, timelines, personnel and milestones that are outlined for appropriately accomplishing project tasks.

i.   One clearly articulated goal with corresponding strategies, objectives, measures and expected outcomes are articulated in the narrative. The goals and objectives are clearly mapped to the activities, outcomes and measures to be used to evaluate effectiveness (e50-e5; e169).

ii.   The applicant clearly outlines a management plan that indicates they employ a diverse and dedicated staff of approximately 160 people with deep roots in schools and the communities where the organization works. The SEED project will receive oversight from a Leadership Team that spans four departments within New Leaders as well as the two partner IHEs, for cross-functional communication and collaboration. The Leadership Team's role is to govern, manage, implement, and achieve stated goals on time and within budget. They will meet on a monthly basis to review status and address barriers, and adjust operations to ensure progress and achieve goals (e51). A detailed timeline including project strategies, project milestones and personnel responsible is also provided (e52-e53).

Weaknesses:
i.   No weaknesses noted.
ii.   No weaknesses noted

Reader's Score: 20

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:

Comprehensive evidence of an evaluation plan that is grounded in research that, if well implemented, will produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook is noted in the narrative. The evaluation plan contains detailed information on the extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. Appropriate formative and summative data will be collected. The performance measures described are clearly aligned to the project goals, and the research questions described will produce both quantitative and qualitative data. The applicant clearly indicates that they will use appropriate valid and reliable performance data measures. Further, the applicant provided a plethora of strategies for dissemination of data and results for replication of the study.

i.   During the grant period, both an implementation study, as well as a rigorous quasi-experimental design (QED) study that meets What Works Clearinghouse standards with reservations, will be conducted to determine fidelity of implementation to the evidence-based model as well as the impact of the Fellowship program on desired outcomes (e34; e53). Additionally, AIR will conduct a rigorous mixed-methods evaluation (e53).

ii.   The applicant will clearly analyze and report quantitative and qualitative data about program implementation to assess progress toward the intended short- and long-term program outcomes (e57). New Leaders will use evaluation data and evidence to engage in two main forms of continuous learning: single-loop learning to inform immediate changes and double-loop learning (e57). Continuous learning will occur through leadership team meetings, staff workgroups, and community of practice calls for Fellowship staff who directly coach participants and other staff to share implementation across sites (e57).

iii.   Both quantitative and qualitative data will be collected via surveys, interviews, frequency data and others (e57-e62).

iv.   The applicant clearly specifies that they will obtain valid and reliable performance data on student attendance, student achievement, and teacher retention. For the impact analysis, student-level state standardized test scores and demographic information will be requested from the state board of education and/or school district and analyzed by the evaluation team (e61).

v.   The applicant clearly specifies AIR will engage in ongoing, monthly communication with New Leaders throughout

the duration of the grant. AIR will also create an implementation brief in the final quarter of each year of the grant. This report will document implementation, including key components and adaptations, and synthesize areas in which the program could be improved to guide replication (e62). Additionally, the applicant will submit a public evaluation report that includes findings from lessons learned about conditions and strategies that enable implementation of the Fellowship, and conduct up to three sensemaking sessions – one sensemaking session with New Leaders, and up to two sensemaking sessions with program participants and/or stakeholders from participating LEAs to inform New Leaders and partner school districts of the extent to which programs meet intended teacher and student outcomes, with qualitative data to supplement summative evaluation findings (e63).

Weaknesses:

i.   No weaknesses noted
ii.   No weaknesses noted
iii.   No weaknesses noted
iv.   No weaknesses noted
v.   No weaknesses 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 applicant clearly indicates that through SEED, they will develop a scaled marketing plan, identifying the audiences, channels, and high-level messaging for the Fellowship. This plan will include a focus on channels where the organization may access aspiring leaders of color, for example through paid ad space that has been hyper-targeted to specific demographics, or through national organizations for educators of color. Men of Color in Educational Leadership, Latinos for Education, Chiefs for Change, and Teach for America will support New Leaders' marketing for the Fellowship as channel partners, sharing information about the program through social media, newsletters, and email blasts to their membership/alumni (e27). Additionally, New Leaders will produce up to 10 multimedia assets, including but not limited to: professional videos of classroom practice, team meetings, data talks, case studies, post-observation conferences, and mock employment interviews that can be used as teaching tools within the teacher preparation program. The team will coordinate with appropriate vendors to produce each asset, including by capturing video, audio, necessary permissions, and releases. Simultaneously, these multimedia materials will be tagged to the elements and drivers of the TLF and integrated within the TLF asset repository for New Leaders staff to leverage in program delivery and will be made available to the members of the NLN. (e44)

    Weaknesses:

    No weaknesses 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 applicant clearly indicates that an example of the ways in which the Fellowship directly promotes educational equity for underestimated and underserved K-12 students, in the Educational Research for School Improvement course, aspiring principals conceptualize and build an Action Research Project that identifies a current school practice that is actively marginalizing students and details an intervention to disrupt inequity. For the end-of-course assessment, fellows finalize their Action Research Project components, state a theory of change, and summarize the research and data analysis that guides their work. Then, throughout their residency, aspiring school leaders implement their Action Research Project under the direction of their leadership coach and Residency Site Principal, analyze data, and reflect on their ability to enact change to advance equity within their school buildings (e45).

   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:

The proposed plan clearly addresses social emotional learning. The applicant notes, one of the five main elements of our TLF is School Culture, and it is developed with three drivers of Social- Emotional Learning Skills & Supports, Relationships, and Family & Community Engagement. The revised TLF will even more prominently feature inclusive learning environments, SEL, wellness, and trauma-informed approaches (e46). As an example, in the School Culture and Community Relations course, Fellowship participants examine the role of the principal as a leader in building a school culture where all students are able to thrive academically, intellectually, socially, and emotionally. The course explores specific leadership actions for schools in the areas of adult leadership, student experience, trauma-informed instruction, and community engagement. As a final assessment, aspiring leaders draft key leadership actions for building a school culture of collective efficacy, equity, justice, and well-being across all learning environments. The plan must include how the leader will build a social-emotional program to support the well-being of all students, support teachers in building a school culture that is inclusive of students and families, and amplify the assets of students, families, and the school community (e46).

Weaknesses:

No weaknesses noted

Reader's Score: 2

Status: Submitted
Last Updated: 07/13/2022 02:08 PM

Technical Review Coversheet

Applicant: New Leaders, Inc. (S423A220024)
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	20
Quality of the Project Evaluation			
1. Project Evaluation		20	20
	Sub Total	100	100
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	110

Technical Review Form

Reader #2:   * * * * * * * * * *

Applicant: New Leaders, Inc. (S423A220024)

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 applicant clearly identifies a strategy for professional development that is of quality, intensity, and duration. As proposed, the project only demonstrates sound strategies to build capacity that it should yield results beyond the period of the federal grant. The conceptual framework is adequate, and as such, it shapes the quality of the proposed activities. The proposed project partners in this collaboration maximize the effectiveness of the proposed program services. As a result, the design of the project is appropriate to, and successfully address the identified needs.

   Supporting Statements:

   Strengths:

   A1 - The Fellowship runs for 16 months, includes up to three in-person meetings,
   and is offered in two formats: (1) certification-only and (2) Master's degree + certification. (p. 7).

   The Fellowship offers a dynamic online
   learning environment, including synchronous and asynchronous experiences and maximum
   interactivity for participant engagement, designed with best practices for e-learning. (p. 8)

   A1 - In-person sessions will be held up to three times per year for all

fellows, nationwide, to engage them in collegial, rigorous activities to develop empowered school leaders. (p. 8)

A1- The Fellowship includes a program-long residency spanning 320 contact hours. This clinical experience allows program participants to: (1) increase their capacity to lead for equity (2) apply course content in an authentic setting; and (3) receive actionable feedback to support transformational leadership, equity, and excellence in education. The residency experience is completed at the participant's school and includes ten hours of clinical work each week.

A1- Individual coaching occurs on a monthly basis.
7 points

A2 – The applicant and the program model proposed has past experience of success (p. 3), and the early tenure pillars, namely career attainment, retention, and impact (p. 9) are designed to drive student outcomes. The fellowship is an approved program leading to standard principal license (p. 10).

A2 – As proposed, this project It offers both a direct enrollment track for any participant nationwide, as well as district partnerships, and it offers a pathway to a master's degree in conjunction with administrator certification in many states. Each of these new elements will build capacity within the organization to increase scale and services over time. (p. 12)
7 points

A3 - The Fellowship is grounded in the conceptual frameworks of each of our IHE partners, namely the CANDLE Framework (Morehouse) and the CAU Conceptual Framework, which are aligned with New Leaders' Transformational Leadership Framework, p. 14.

A3 - Our equity-based approach develops participants' competencies across the TLF's five evidence-based categories: 1) Personal Leadership to increase self-awareness of leadership strengths and gaps; 2) Learning and Teaching to advance rigorous, standards-based instruction and a data- driven culture; 3) School Culture to foster investment from staff, families, and students and build collective efficacy in a culture that facilitates social-emotional learning (SEL); 4) Talent Management practices that identify and develop existing talent and build the capacity of teacher teams; and 5) Planning and Operations to ensure that systems, structures, and resources support the district vision. (p. 14)

A3 - A comprehensive study by Johns Hopkins University validated the TLF, confirming it reflects the practices of schools that achieve positive results (Hutchins et al., 2012), and a 2021 report (Grissom et al., 2021) confirms that principals who measurably improve student and school outcomes are exceptional instructional leaders, strong people managers, and data-driven organizational leaders who strategically allocate resources to maximum effect. (p. 14)
7 points

A4 - New Leaders has established goal-driven, collaborative partnerships through strong relationships with two IHEs with whom we are implementing the Fellowship. Morehouse College and Clark Atlanta University are both HBCUs located in Atlanta, Georgia. (p. 15)

A4 - Noodle, our online program management provider, which provides the online capability and integrations for a seamless participant experience from admission through program completion. (p. 16)

A4- Channel partners, such as Men of Color in Educational Leadership, Latinos for Education, Chiefs for Change, and Teach for America, support New Leaders' marketing for the Fellowship by sharing information about the program through social media, newsletters, and email blasts to their membership/alumni. (p. 16).
7 points

A5 - Two years into the COVID-19 pandemic and with the continued outcry for racial justice, the widening inequities that pervade our schools and our society for students of color and children living in low-income communities are clearer than ever. In addition to challenges for students and families that have been exacerbated by the pandemic, schools and education systems are under tremendous strain with educators at every level feeling demoralized and overwhelmed. (p.

16).

A5 - The student population of U.S. public schools is incredibly diverse. As of fall 2017, 52% of elementary and secondary school students were students of color. The leadership of public schools does not come close to representing the diversity of the students in them. In the 2017-2018 school year, 78% of principals were white, and only 11% Black, 9% Hispanic, 1% Asian, 1% American Indian/Alaska Native, and 1% two or more races (NCES, 2020a). (p. 17)

A5 - Significant barriers exist for teachers of color who seek to become school leaders, including assessment and hiring biases. One study of the School Leaders Licensure Assessment (SLLA) reported that test-takers of color were 12 percentage points less likely than similarly qualified white test-takers to achieve the minimum score on the licensure exam for administrators (Grissom et al., 2017).

A5 - Black principal candidates are 18% less likely to be promoted than equally qualified white candidates and have had to wait longer for promotion (5.27 years versus 4.67 years for white teachers) (Bailes & Guthery, 2020).
7 points

Weaknesses:

A1 – No weakness noted

A2 – No weakness noted

A3 – No weakness noted

A4 – No weakness noted

A5 – 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 proposed project demonstrates improvements in teaching and student achievement. The proposed relationship to numbers served and anticipated results and benefits demonstrate that project cost are reasonable. As proposed, moreover, there is strong potential for the applicant to incorporate the project activities into the ongoing program of the organization at the end of federal funding. The application documents how the proposed project will be disseminated to enable others to use the strategies generated in this project.

Supporting Statements:

Strengths:

B1 - Fellowship participants served under the SEED grant will end up leading over 545 schools nationwide and impacting 350,000 students annually, with compounding effects as the Fellowship continues beyond the grant period and more school leaders assume principal roles. (p. 18)

B1 – The applicant incorporates strategies that intentionally respond to each competitive preference in the project design (p. 20 – 24)
7 points

B2 - The total federal costs requested in support of the Fellowship equal $10,564,616. (p. 24).

B2 - During the grant period, the Fellowship will serve 731 aspiring principals, 731 Residency Site Principals, 12,422 teachers and 334,850 students. This is an equivalent of $761 per educator in requested federal funding and $32 per student. (p. 25)
6 points

B3 - By the end of the grant period, the Fellowship will be fully integrated with the work of New Leaders and will continue, due to its long-term field-based, organizational, and financial
sustainability. (p. 25)

B3 The applicant addresses field based sustainability with program partners, organizational sustainability, and financial stability strategies in the proposed project (p. 25 – 26). These are comprehensive and compelling.
6 points

B4- New Leaders houses robust internal policy, learning, and communications teams that publish and disseminate papers, lead presentations, and facilitate discourse at various educational conferences, such as the annual conference of the American Educational Research Association (AERA). (p. 26 – 27).

B4 - Under the SEED grant, New Leaders will publish three public reports: one focused on
the opportunities and challenges for leaders of color moving into the principalship; one focused on the national landscape of administrator licensure; and one detailing lessons learned about conditions and strategies that enable implementation of the Fellowship. (p. 27).

B4 - New Leaders will also seek to identify opportunities to share tools and resources that benefit the broader education community, such as video assets created with grant funds, research reports and white papers, recommendations for states on certification policies and practices, tools for districts for use in principal hiring and selection, and recommendations for school districts around building a leadership pipeline. (p. 27)
6 points

Weaknesses:
B1 – no weakness noted
B2 – no weakness noted

B3 – no weakness noted
B4 – no weakness 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 goals, objectives, and outcomes to be achieved by the project are clearly specified and measurable, as described in the application narrative. The applicant proposes a compelling management plan to achieve the objectives of the proposed project on time and within budget. The plan includes clearly defined responsibilities, timelines, and milestones for accomplishing the project tasks.

Supporting Statements:

Strengths:

C1 – To create a scalable, sustainable model for a national aspiring principals fellowship to
increase the number of diverse, equitable, and inclusive school leaders; retain teachers of color; and improve student outcomes for all students, especially for students of color and students from lower income communities. (p. 27-28) is proposed as the overall project goal by the applicant.

C1- The logic model for the project identifies project outcomes in relationship to strategies and objectives (e169). Student and teacher outcomes are identified (e56).

10 points

C2 – The applicant proposes a specific management plan that includes a GANTT chart that provides with clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. The project management plan includes key project partners and evaluation strategies.

10 points

Weaknesses:

C1 – no weaknesses noted.
C2 – no weaknesses noted.

Reader's Score: 20

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 proposes methods of evaluation that will produce evidence of the project's effectiveness that meet WWC standards with or without reservations. Further, the methods of evaluation will provide performance feedback and periodic assessment of progress towards achieving the intended outcomes. The evaluation plan uses objective performance measures, will produce both quantitative and qualitative data, and will provide valid and reliable performance data on relevant outcomes. The design for implementing and evaluating the proposed project will result in possible replication of the project activities or strategies.

Supporting Statements:

Strengths:

D1 - AIR will conduct a rigorous mixed-methods evaluation of the Fellowship. The Fellowship focuses on developing participants' competencies across the five dimensions of the TLF including personal leadership, learning and teaching, school culture, talent management, and planning and operations (described further under Conceptual Framework above). AIR will conduct a quasi-experimental impact evaluation designed to meet WWC standards with

reservations, examining student and teacher outcomes in the 2023-24 and 2024-25 school years.
A formative evaluation of the Fellowship will include quantitative and qualitative analyses to
assess the degree of program implementation fidelity and to provide performance feedback for
continuous improvement. (p. 31- 32).

D1 – The applicant provides three evaluation questions (p. 32), includes matching comparisons (p. 32-33) using
propensity scores (p. 33), and will determine sample using Power Up (p./ 34)
4 points

D2 – The applicant proposes to examine implementation data to identify root causes for observed patterns and make
short-term adjustments and inform program design (p. 35). Using the New Leaders Principal Preparation Program Quality
Rating Tool as a fidelity measure (p. 36), other measures of data collection including coaching logs, post-session surveys
of program participatns and interviews create implementation fidelities for the project. This strategy appears to be
comprehensive and compelling.
4 points

D3 - Throughout the 3-year grant, AIR will examine a variety of objective performance measures
using qualitative and quantitative data, aligned to the research questions and the program
outcomes to understand the extent and quality of program implementation towards achieving the intended programmatic
goals. (p. 38).

D3 - Program records will provide objective measures such as on participation and progress through the program. AIR
will use surveys and interview protocols to examine participant experiences, including an emphasis on measuring
progress toward outputs and short-term program outcomes (p. 38)

D3 - AIR will develop questions (and answer options for surveys) that are clear and
concise, understood by respondents in the same way, and offer sufficient response flexibility to
ensure measurement quality. (p. 38)
4 points

D4 - AIR will obtain valid and reliable performance data on student attendance, student
achievement, and teacher retention. (p. 39).

D4 - For the impact analysis, student-level state standardized test scores and demographic information will be requested
from the state board of education and/or school district and analyzed by the evaluation team (p. 39). Data includes WWC
data such as student attendance, student achievement in math and ELA, teacher retention,, as well as demographic data
(p. 39-40).
4 points

D5 – For both the analysis of student outcomes (RQs1-2) and teacher outcomes (RQ3) and given the focus of the
Fellowship on developing diverse leadership, AIR will investigate how each of these outcomes is moderated by
race/ethnicity and gender of the school leader. In addition, AIR will examine how teacher-level variables (e.g.,
race/ethnicity, grade level, and subject taught) and
school-level variables (e.g., school characteristics) moderate each outcome of interest. These
analyses will provide evidence on the extent which the effectiveness of the strategies employed
by the program vary among contexts, which will contribute to understanding the generalizability
of the findings and inform future replication.(p. 40 – 41)
4 points

Weaknesses:

Weaknesses:

D1 – no weakness noted

D2 – no weakness noted
D3 – no weakness noted
D4 – no weakness noted
D5 – no weakness 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:

   p. 18: responds to the needs of teachers of color, and includes a collaboration with HBCUs (Clark Atlanta University and Morehouse).

   Weaknesses:

   No weaknesses

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 applicant proposes action research projects that ensure equitable practice and a refreshed TLF (Transformational Leadership Fellowship) that centers equity and cultural responsiveness at the heart of the fellowship.

The Fellowship will develop leaders who critically examine historical policies and practices, listen to the voices of students and their families, and create equitable school practices. (e44).

The proposed project requires aspiring principles to conceptualize and build an action research project that identifies a current school practice that is actively marginalizing students and details an intervention to disrupt inequity. (e45).

Weaknesses:

No weaknesses

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 proposes, its in revised TLF, to prominently feature inclusive learning environments, SEL, wellness, and trauma-informed approaches. The intention is to prepare school leaders to develop a school culture that fosters student well-being (especially for underserved students) and physical safety, and to establish school-wide programs that address student SEL, trauma-sensitive instruction, and mental health.

   As a final assessment, aspiring leaders draft key leadership actions for building a school culture of collective efficacy, equity, justice, and well-being across all learning environments.

   Weaknesses:

   No weaknesses noted

Reader's Score: 2

Status: Submitted
Last Updated: 07/14/2022 02:36 PM

Technical Review Coversheet

Applicant: New Leaders, Inc. (S423A220024)
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	20
Quality of the Project Evaluation			
1. Project Evaluation		20	20
	Sub Total	100	100
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	110

Technical Review Form

Reader #3:   * * * * * * * * * *

Applicant: New Leaders, Inc. (S423A220024)

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 applicant shared rationale for the funding with an emphasis on what worked for the organization in the past. The organization provided some key points:
-        the impact of principal leaders on Math and Reading scores.
-        equity focused leaders (60%).
-        and the number of students reached by the organization(e23)

The applicant shared that the program is a 16-month clinically based principal development program with an emphasis on equity. Coursework is aligned to leadership concepts in the organization's framework. The applicant provided sufficient details regarding the professional development services that will be supported by the proposed project. There is clear evidence provided to determine the extent of intensity and duration of the PD that will lead to improvement in practice for the intended participants. The applicant provides details on building capacity of participants. The applicant demonstrates evidence to which the results will extend beyond the period of Federal financial assistance is provided. The applicant provides a sufficient conceptual framework underlying the proposed research activities. There is evidence to support the planned project and the involvement of collaborative partners for maximizing the effectiveness of the project. Additionally, the applicant provides adequate discussion on the needs of the targeted area and population.

i.   The applicant provided four strategies to support sufficient quality, intensity and duration that leads to improvement (e25-34). For example, strategy four is Validate the impact of the model (e34). Also, the residency experience in the school where they work will afford them the opportunity to apply new learnings in an authentic setting and receive ongoing

feedback from the New Leaders Leadership coach and residency principal (e30).

ii.　The applicant stated that they will continue to work with Noodle on the learning management system to build capacity as well as provide guidance to candidates to gain licensure in their home state (e35). The applicant provides clear evidence that capacity building will extend beyond the grant. For example, the pilot cohort enrolled 100% leaders of color representing 13 states. The applicant also noted that the fellowship will continue to grow beyond the grand period reaching 300-400 participants per year by academic year beyond the grand period (e35).

iii.　The applicant referenced two conceptual frameworks of their partners (CANDLE) and (CAU)(e35) Additionally, Figure 1. Transformational Leadership Framework Overview outlines "five evidence-based" categories. For example: Personal Leadership and Planning and Operations(e36). The applicant provides a crosswalk of the framework in the narrative (e36).

iv.　The applicant collaborates with two IHEs (Morehouse College and Clark Atlanta University for the fellowship (e37). Additionally, the applicant will partner with Channel partners, such as Men of Color in Educational Leadership, Latinos for Education, Chiefs for Change and Teach for America (e38).

v.　The applicant referenced the inequities created by the pandemic and the impact that it has had on principals and the need to address research based professional learning and development for the principals (e38). Also, the applicant cites, 38% of principals expect to leave the profession in the next three years (NASSP, 2021). The applicant also speaks to the lack of principal of color in schools where students of color are a large portion of the population (e39).

Weaknesses:

i.　None noted.

ii.　None noted.

iii.　None noted.

iv.　None noted.

v.　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 adequately describes the significant impact that is likely to be attained by the proposed project, especially improvements in teaching and student achievement. The applicant outlines 5 target areas for significant impact (e40-42). Additionally, the applicant shared that the proposal is designed to increase diversity of both administrators and teachers (e43). The budgeted items provided in the application are appropriate and reasonable in relation to the number of persons to be served and to the anticipated results and benefits. Additionally, the applicant provided ample evidence of a plan for incorporating the project activities into the current program after Federal funding has ended. Furthermore, appropriate evidence of how the applicant plans to disseminate in ways that will enable others to use the information or strategies is provided in the narrative.

i.   The applicant communicated that the results of the fellowship are expected to be visible in the following areas: Serving High-Need Schools, Retention in the Principalship, Student Achievement, Student Attendance, and Teacher Retention (e40-42). Additionally, the applicant stated that the Fellowship participants served under the SEED grant will lead over 545 schools nationwide and impact about 350,000 students annually (e40).

ii.   The applicant adequately provided the number of principals, teachers and students that the fellowship will serve (e47). Also, the applicant provided specific figures for the cost per educator and per student. The applicant outlines the cost of the program for three years, however, the cost per teacher vs. the student is significantly higher and the outlining of the direct impact on student achievement is not clearly defined to match the cost. For example, the applicant provides the following information: During the grant period, the Fellowship will serve 731 aspiring principals, 731 Residency Site Principals, 12,422 teachers and 334,850 students. The applicant states that this is an equivalent of $761 per educator in requested federal funding and $32 per student (e46).

iii.   The applicant shares that by the end of the grant period, the Fellowship will be fully integrated with the work of New Leaders and will continue, due to its long-term field-based, organizational and financial sustainability (e47). Additionally, the applicant states that tuition for the Fellowship will offset the cost of the program, and cost sharing arrangements have been made with IHE partners and Noodle for long-term sustainability (e48).

iv.   The applicant shares that there are teams that oversee publications. For example, they publish papers, lead presentations and facilitate discourse at conferences such as AERA. The applicant specifies that there will be three published reports with one focusing on the implementation of the Fellowship (e49). The applicant also stated that opportunities will be sought after to share tools and resources that benefit the broader education community, such as video assets, research reports, and white papers for districts to use in the principal hiring and selection and to build a leadership pipeline (e49).

Weaknesses:

i. None noted.

ii. None noted.

iii. None noted.

iv. 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 applicant provided one SMART goal with several strategies listed for the project (e50). The applicant provided Chart 1: Management Chart Organized by Objectives (e50-51). The management plan has measurable goals and outcomes that can be achieved on time and within the provided budget. Key personnel are outlined in the narrative and on Table 2. Additionally, a Gantt Chart was provided to indicate the extent to which the project was within budget and met milestones to accomplish the project's tasks.

i.   The applicant listed a goal, strategies, and objectives that are clearly defined (e49-51) for measurability. For example, Strategy 1: Design marketing, recruitment, admissions, & selection processes to maximize equity and access Objective 1.1: Recruit and admit 697 fellows to the program. (Y1: 175; Y2: 230; Y3: 292) (e 50).

ii.   Sufficient evidence of a management plan is provided to include the following information: Names, Titles, and Role for the SEED project (Table 2, e51) Table 3. Gantt Chart with milestone indications is provided (e52) and (e53). Also, there is a detailed timeline included that provides project strategies, project milestones and personnel responsible. The applicant's management plan provided evidence that they employ a diverse and dedicated staff of approximately 160 people with deep roots in schools and the communities where the organization works(e54).

Weaknesses:

i. None noted.

ii. None noted.

Reader's Score: 20

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:

 Sufficient evidence of an evaluation plan that is grounded in research that, if well implemented, will produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook is noted in the narrative. The evaluation plan contains detailed information on the extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. Formative and summative data will be collected. The performance measures described are clearly aligned to the project goals, and the research questions described will produce both quantitative and qualitative data. The applicant clearly indicates that they will use valid and reliable performance data measures, however the validity and reliability of those instruments is not provided. Further, the applicant provided a plethora of strategies for dissemination of data and results for replication of the study.
 The applicant shared that AIR would conduct a mixed-methods evaluation of the Fellowship(e53).
 Specifically, the applicant stated that AIR will conduct a quasi-experimental impact evaluation aligned to the WWC standards. Additionally, the applicant states that a formative evaluation of the Fellowship will include quantitative and qualitative analyses to assess the degree of program implementation fidelity and to provide performance feedback for continuous improvement (e54).

 i.   The applicant stated that AIR will use a mixed method for the evaluation (e53). The applicant provides evidence of the impact of the evaluation using research questions and Data sources (e54). The applicant provides evidence of performance feedback using a meta-analysis approach (e56). Additionally, the applicant will conduct an implementation study and quasi-experimental design study that will meet WWC Clearinghouse standards with reservations (e34).

ii.   The applicant identified two forms of performance feedback: Single-loop learning and double-loop learning (e57). Additionally, the applicant provides other feedback methods: leadership team meetings, staff workgroups, etc. (e57) The applicant adequately provides implementation details through asking research questions (e57-59). Furthermore, the applicant shares that continuous learning will occur through leadership team meetings, staff work groups, and community of practice calls for Fellowship staff who directly coach participants and other staff will share implementation across sites (e57).

iii.   The applicant will use both quantitative and qualitative data which will be collected using surveys, interviews and other data (e57). The applicant provides a Table (6) outlining the outcome and data resources, measure, and data collection for the activities (e61-62).

iv.   The applicant shares that they will obtain valid and reliable performance data on student achievement, and teacher retention. The impact analysis will include student-level state standardized test scores and demographic information will be requested by the state board of education and/or school district and will be analyzed by the evaluation team (e61).

v.   The applicant shares that they will work collaboratively with AIR to conduct ongoing monthly communication throughout the duration of the grant (e62). Additionally, the applicant provided specific support and barriers for program implementation (e59). For example, the applicant stated that AIR will also create an implementation brief in the final quarter of each year of the grant. The applicant stated that the potential project report will document implementation, including key components and adaptations, and synthesize areas in which the program could be improved to guide replication(e62-63).

Weaknesses:

i.   None noted.

ii.   None noted.

iii.   None noted.

iv.   None noted.

v.   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 applicant provided research-based studies supporting the impact of influence of educational leaders (e42) and the impact of ethnicity of instructors for same race students. The applicant cited several studies regarding strengthening diversity of school leaders.
The applicant stated that the Fellowship is designed to increase the diversity of both school leaders and teachers (e43). Evidence provided states that the applicant will produce up to 10 multimedia assets for IHE partners educator prep programs. For example, the applicant includes videos of classroom practice, team meetings, data talks, case studies, etc.

Weaknesses:

None 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 applicant explained that the targeted groups for the Fellowship include elementary, middle and high schools (K-12). Additionally, supporting alumni from diverse backgrounds and people from marginalized groups who face barriers to the principalship is addressed in CPP1 (e44).
   The applicant included in the proposal online coursework is carefully designed with accessibility features and is fully ADA-compliant. Additionally, throughout their residency, aspiring school leaders will implement their Action Research Project under the direction of their leadership coach and Residency Site Principal to analyze and reflect on their ability to enact change to advance equity within their school buildings (e45).

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:

   The applicant shares five main elements to addressing behaviors that enable academic progress. For example, Emotional Learning and Skills and Supports, Relationships and Family and Community Engagement. Also, the applicant mentions that the Fellowship is being developed to provide physical safety, address SEL, trauma-sensitive instruction and mental health for students (e45). The applicant provided adequate detail for meeting the Social, Emotional and Academic needs of students. The applicant describes an examination of the role of the principal as the building leader to build the culture to "thrive academically, intellectually, socially, and emotionally (e46). The applicant shares that the building leaders must draft key leadership actions that address school culture, equity, justice and well-being as a final assessment. The applicant stated that the TFL will address SEL, wellness, and trauma-informed approaches.

   Weaknesses:

   None noted.

Reader's Score: 2

Status: Submitted
Last Updated: 07/13/2022 01:40 PM