

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

Status: Submitted

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## Technical Review Coversheet

Applicant: University of Kansas (S423A220034)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	35	31
<b>Significance</b>		
1. Significance	25	21
<b>Quality of the Management Plan</b>		
1. Management Plan	20	18
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	19
<b>Sub Total</b>	100	89
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Educator Diversity	5	4
<b>Competitive Preference Priority 2</b>		
1. Promoting Equity	3	3
<b>Competitive Preference Priority 3</b>		
1. Meeting Student Needs	2	2
<b>Sub Total</b>	10	9
<b>Total</b>	110	98

# Technical Review Form

Panel #8 - FY22 SEED Panel - 8: 84.423A

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

Applicant: University of Kansas (S423A220034)

## 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's project design is adequate, and it includes sufficient quality, intensity, and durable services to likely attain the outcomes. The conceptual framework is thorough and robust.

(i) The applicant asserts that large numbers of students, teachers, and administrators have experienced physical and SEL-related trauma as an outcome of the pandemic (p. e22). Persistent challenges include absenteeism, student suicide, family disenfranchisement, and inequities and achievement gaps for Black, Hispanic, and Native American students.

The applicant presents five broad goals that are sufficient in quality, intensity, and duration to improve practice (p. e23). Included are increase the number of highly effective principals and school leaders in Black, Hispanic, and Native American communities; develop online resources in equity for principals and school leaders; create learning sessions and coaching protocols for equity leadership and well-being; create micro credentials for equity leadership; and establish a national equity leadership consortium.

The research base cited by the applicant is sufficient to inform the application's design, and the applicant has included applicable sources that are reflective of professional development creation.

(ii) The applicant's plans to build capacity beyond the funding period is well established in the narrative. For example, in meeting the sustainability component of the criterion the applicant will establish and maintain an online set of field

resources for principals and school leaders, standardize—while building in flexibility for local LEAs’ needs—core content; add to a micro credentialing system, and working with partner LEAs and historically Black, Hispanic-serving, and Tribal Universities (p. e35).

(iii) The applicant presents a theory of action, logic model, and a conceptual framework that is well informed, robust, specific, and detailed (p. e36). The theory of action is formatted in an IF THEN structure that clearly establishes grounding of the logic model (p. e37). For example, IF participants engage in equity and well-being professional learning...THEN they will lead implementation of an Equitable Educational Ecosystem with tiered systems of support (p. e36).

The applicant’s logic model is well designed and presented. It is connected to the TOA and includes inputs, activities, and outcomes.

The conceptual framework is equally well constructed (p. e38). It includes the Plan-Do-Act-Study model for project activities. The framework includes Capacity, Knowledge, Action, and Systems Change categories (p. e38).

(iv) The applicant has assembled a variety of partners in this work (p. e38), and the maximization of these professional networks are reasonable to help ensure voices of historically underrepresented communities are authentically represented; offer feedback on the work; and inform the sustainability (p. e39).

(v) The applicant addresses the need for effective leadership professional development with a particular focus on those who serve historically disadvantage populations (p. e39). The applicant provides ample research to support the lack of equity in high-need populations. This project seeks to address gaps among educational leaders and to assist in creating equitable systems and structures.

The project’s design features include leadership development with racial affinity and representative of their school’s cultural values and contexts; leadership and well-being that is restorative and respectful of current traumas of the pandemic on communities; and an informed community of leadership around sociohistorical wounds of past harms against students, families, and communities of color (p. e40).

**Weaknesses:**

(i) No weaknesses noted.

(ii) No weaknesses noted.

(iii) No weaknesses noted.

(iv) It is not clearly discussed how the collaborative efforts of the partners and the applicant will lead to the maximization of efficacy in the project. For example, the applicant lists several partners such as the Mindful Schools and Alcorn State University but does not indicate with needed specificity to meet this criterion’s expectation. (4 points not awarded).

(v) No weaknesses noted.

**Reader's Score: 31**

**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 presents an adequate plan that cites relevant research, and its likely to meet the magnitude of outcomes or results sought by the Secretary.

(i) The applicant provides a through literature discussion surrounding issues pre- and post-pandemic in schools (p. e40). Noting that ineffectual practices applied disproportionately have a connection to inequities in U.S. public school systems. The project's narrative around implementation of equity leadership with social and emotional practice in a tiered system has the potential for positive outcomes. Citing research confirming this orientation around student outcomes is aligned with the project. Infusing the project is equity-focused leadership learning, coaching and implementation of restorative practices in a tiered system of support is likely to improve student achievement.

The applicant's discussion of the four advancements (p. e41) suggests that improvements for students with IEPs, students of color are expected; by equipping school leaders with restorative practices and other SEL interventions will contribute in important measures; a multicultural orientation opposed to a singular, dominant culture perspective is an outcome; and retention of educational leaders as they learn and implement well-being practices (p. e43).

(ii) The applicant's narrative is clear and direct. The funding requested will serve 500 participants including 50 school principals as learners.

The cost per participant is estimated at \$4,333 annually (p. e45). The overall estimated cost per participant of \$13,000 is estimated for the potential and significant outcomes of the project.

(iii) The applicant makes an argument that sustainability of the project post-funding is at the heart of its development (p. e45). The leverage goal includes partnering LEAs, as these partners' funds are supplemental resources.

(iv) The applicant notes a variety of dissemination strategies including social media, presentations and publications, and peer-reviewed journal articles to suggest inclusion in WWC for moderate or higher evidence claims (p. e46). Providing online field resources for principals and school leaders; coaching protocols; and providing professional learning through micro credentials are strategies and examples of wide dissemination.

**Weaknesses:**

(i) No weaknesses noted.

(ii) The applicant's budget includes significant resources for travel (p. e135). The narrative for the budget includes LEA meetings, Coaching, and Consortium meetings (p. e145). For example, the applicant plans on 32 trips to Tucson, AZ and

includes budget capacity of ~\$38,700/year for these trips (p. 156). These costs appear to be high. (1 point not awarded).

(iii) The applicant does not clearly establish (a) the sustainable leveraging orientation with partner LEAs sufficiently to support sustainability in this criterion, and (b) with details and specifics around project components that would ultimately be sustained in its plan. (3 points not awarded).

(iv) No weaknesses noted.

**Reader's Score: 21**

## **Selection Criteria - Quality of the Management Plan**

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

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

**(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (10 points)**

**(ii) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (10 points)**

**Please provide Overview Statement on top of first Strength comment.**

#### **Strengths:**

The management plan, with some weaknesses, is adequate to likely complete with project objectives. The key personnel are well suited to effectively carry out tasks assigned.

(i) The applicant presents a comprehensive listing of the project's objectives in the project (p. e46). The objectives are measurable. For example, the objective 1.1 stipulates that 80%+ principals who complete EL/W and serve concentrations of high-need students will demonstrate increased equity leadership competency (p. e46).

(ii) The applicant provides a narrative around key personnel. The duties of each are clear and unambiguous (p. e48). For example, the project manager is tasked with cross team coordination, budgets and financial controls, tracking communications, and rapid improvement cycles.

The personnel noted are exceptionally well qualified academically and experientially. One of the areas in the narrative around personnel is the professional's experience with strategic planning (p. e50).

The applicant's project activities include activities arranged by goals, responsible parties, milestones, and timelines (p. e50). It includes all of the criteria stipulated in this review of the management plan.

#### **Weaknesses:**

(i) The applicant does not provide specifics for objectives beyond listing each of the objectives; the measurement criteria are brief and could be more specific (p. e46). (2 points not awarded).

(ii) No weaknesses noted.

## Selection Criteria - Quality of the Project Evaluation

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

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

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

(4 points)

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

(4 points)

(iii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(4 points)

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

(4 points)

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

(4 points)

**Please provide Overview Statement on top of first Strength comment.**

#### **Strengths:**

The evaluation plans submitted by the applicant are adequate with detailed narrative and aligned with best practices.

(i) The applicant's evaluation methods are reasonable and align with the WWC Standards (p. e53). The school selection and bias treatment is reasonably controlled. The applicant discusses sources of data, for example student outcome data (p. e54) and process for suspension days.

The applicant's plans for analysis include separate analysis for ELA, mathematics, behavior, and SEL (p. e55).

(ii) The ongoing assessment and evaluation plans presented by the applicant are consistent with good and effective practices. The formative evaluations will use a continuous improvement cycle and multiple methodologies to monitor overall project progress and implementation (p. e55). The plan includes both qualitative and quantitative data; key measures are included and discussed. SEL data for outcomes is included in the plan. For example, annual suspension and social and emotional learning data will be continuously monitored for progress (p. e57). Climate survey data will be monitored on an annual basis to understand the extent to which implementation changes affect climate (p. e57).

(iii) The applicant provides some narrative around the various GPRA. A review of the measurable objectives, data sources, and research and evaluation questions show evidence of a thoughtful approach using objective measures (p. e122). For example, the applicant proposes using administrative data and coaching log entries to inform the proportion of

participants completing concentrations of high-need students (Objective 1.1, GPRA 1).

The applicant provides approaches that are planned to collect, record, and document implementation in both quantitative and qualitative methods. The research questions and evaluation questions are in line with the project's goals and objectives. For example, one of the questions explores participant principals and equity leadership practice (p. e122).

(iv) The applicant presents a discussion of reliability and validity for the project. It includes both summative and formative data. The team holds quarterly and annual meetings with project implementation and support teams to continuously cross check data and findings (p. e58). Included in the discussion are measures, description, and metric used for assessing.

(v) The applicant's commitment to continuous progress monitoring along with its evaluation plans will allow for submission to WWC and support replication. The applicant's documentation of approaches and strategies employed by the participants is a benefit to the profession looking to adopt similar interventions (p. e60). The longitudinal data collection and malleable factors related to the efficacy of implementation is likely to be informing for LEAs.

**Weaknesses:**

(i) No weaknesses noted.

(ii) No weaknesses noted.

(iii) No weaknesses noted.

(iv) No weaknesses noted.

(v) The applicant lacks specifics around guidance for replication (p. e60). (1 point not awarded).

**Reader's Score: 19**

**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 attends to increasing educator diversity through a variety of ways. For example, three features include (a) strategic partner selection of LEAs in communities with dominant Black, Hispanic, or Native American populations, (b) staff events are designed to raise awareness and motivate educators and other staff members of color who never thought they would become educational leaders, and (c) provide advisors from a National Equity Leadership Consortium who have a record of supporting, graduating, and placing underrepresented teacher candidates along with a year of high-quality clinical experiences in high-need schools (p. e29).



**Weaknesses:**

The applicant does not substantially discuss retention strategies for educators in this CPP. (1 point not awarded).

**Reader's Score:** 4

**Competitive Preference Priority - Competitive Preference Priority 2**

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

**Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for Underserved Students—**

**(1) In one or more of the following educational settings:**

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

**(2) That examines the sources of inequity and inadequacy and implements responses that include pedagogical practices in Educator preparation programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.**

**Strengths:**

The applicant clearly intends on providing professional learning that will build leadership capacity to improve equity in their schools (p. e29). One of the outcomes being pursued is how to establish a restorative educational ecosystem that is centered around a shared humanity. Participants will gain disposition, knowledge, and skills to design and implement systems in which all students have the right to be present and engaged. Additionally, these learning outcomes will support students' essential human needs as well as physical and emotional safety. Implementation of proven practical methods for ensuring equitable resource allocation through an integrated academic, behavioral, social and emotional tiered systems of support (McCart & Miller, 2020) is designed in the project (p. e29). The inclusion of job-embedded coaching is an effective strategy to support the planned professional development.

**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 applicant provides a robust, thoughtful, well-researched, and thorough project that is focused on improving 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 in all three areas of the criterion. The applicant appropriately cites the National Commission on Social, Emotional, and Academic Development's (2018) assertion that SEL programs support increasing student learning components (p. e30).

The applicant's project includes content on implementing student learning pathways from SEL resources within a tiered system of support. The inclusion of the foundational MTSS structure and SEL development is a good example of a flow up practice (p. e32). Trauma-informed systems of support are included in the project. The applicant recognizes the importance of trauma-informed and trauma-responsive support post pandemic (p. e34). These outcomes shared by the applicant are wholly consistent with the CPP's priorities; for example, safety, peer support, empowerment, and choice.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:     2**

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**Last Updated:**   07/12/2022 03:38 PM

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## Technical Review Coversheet

Applicant: University of Kansas (S423A220034)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	35	31
<b>Significance</b>		
1. Significance	25	23
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Sub Total</b>	100	94
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Educator Diversity	5	4
<b>Competitive Preference Priority 2</b>		
1. Promoting Equity	3	3
<b>Competitive Preference Priority 3</b>		
1. Meeting Student Needs	2	2
<b>Sub Total</b>	10	9
<b>Total</b>	110	103

# Technical Review Form

Panel #8 - FY22 SEED Panel - 8: 84.423A

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

Applicant: University of Kansas (S423A220034)

## 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 proposed design includes the essential components needed to ensure effective implementation, including a conceptual framework to ensure high-quality professional development. The project also includes efforts to equip the LEA such as professional development and training and support LEA's to continue the project after the grant period ends.

(i) To a great extent, 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. For example, the project is anchored in professional learning and enhancement activities that generated What Works Clearinghouse (WWC) moderate evidence regarding academic and social emotional learning among students. The project spans a three-year timeframe which ensures it is of sufficient duration to produce successful outcomes (e24-25).

(ii) The applicant provides comprehensive evidence of its ability to sustain the project after completion. Several strategies are put forth. Two examples of the proposed strategies are to work with partner LEAs, and Historically Black, Hispanic-serving and Tribal Universities. In addition, the applicant will work collaboratively with other educational organizations to promote the utility of the micro-credentials (e.g., continuing education units, advance placement status in university programs, and so on). Finally, the applicant will seek national support for use of micro credentials and the learning materials associated with them beyond the term of this grant. The applicant has well-developed sustainability plan that shows the feasibility of successful implementation (e35).

(iii) The applicant presents a graphic of its conceptual framework underlying the proposed research or demonstration

activities and the quality of that framework and explains its process. For example, the framework begins with a knowledge base and evolves to participants generating new knowledge. The framework includes the inputs, project activities, outcomes, and LEA and social impacts (e38). The conceptual framework demonstrates a well-thought-out plan consistent with project goals and objectives.

The project appropriately partners with the San Diego (CA) Unified Schools; Cumberland County Schools (Fayetteville, NC); Sunnyside Unified District (Tucson, AZ); Millington Municipal Schools, Green Dot Charter Schools, Perea Elementary, and Arrow Academy of Excellence (all located in Memphis Metro Area, TN). The partners were selected based upon their needs and demographic make-up which aligns to the project purposes. The student population includes a demographic make-up that is optimal for the project purposes (e43).

(v) The applicant adequately demonstrates that the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. For example, it will address disparities found in marginalized populations, such as poor academic outcomes; it will address race-representation gaps and it will address diversity upon education leaders. These outcomes suggest that the project addresses both educator and student needs (e40).

#### **Weaknesses:**

- (i) No weaknesses were noted.
- (ii) No weaknesses were noted.
- (iii) No weaknesses were noted.-
- (iv) While the applicant has identified partners located in various geographical areas, it provides no evidence of what the partners will do or how they will maximize the effectiveness of the project. This is considered important because the partners are located in several different areas and partnerships will be needed to sustain the activities.
- (v) No weaknesses were noted. -

**Reader's Score: 31**

#### **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 responds to Absolute Priority 2: Supporting Effective Principals or Other School leaders. As the project will be implemented in 7 school districts, it may be significant to a large number of professionals within the field. The project includes tools and methodologies that may be of benefit to the school districts after Federal funding ends.

(i) The proposed project will be of great significance to high-need LEA's, school leaders and students. For example, the project will produce evidence for the equity leadership efficacy (i.e., transparency and evidence-based practices). In addition, the project ultimately supports minority students through the increased knowledge base and practices of school leaders.

(ii) (ii) The applicant provides somewhat moderate evidence that the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. For example, the project will benefit 500 participants, equating to 50 principals, an average of 10 individuals per school. Total costs are \$10.5M over three years, approximately \$4.0M for research and evaluation. The estimated cost per participant, therefore, is \$13,000 over the life of the project and \$4,333 annually (e45).

(iii) The project has good potential for the incorporation of its purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding. The applicant provides comprehensive evidence of its ability to sustain the project after completion. Several strategies are put forth. Two strategies are to work with partner LEAs, and Historically Black, Hispanic-serving and Tribal Universities, as well as other educational organizations to gain valued recognition for these micro-credentials (e.g., continuing education units, advance placement status in university programs, and so on); and to leverage these actions to garner national support for use of the credentials and the learning materials associated with them beyond the term of this grant. The applicant has well-developed sustainability plan (e35).

(iv) The applicant presents a coherent plan to ensure the project is disseminated in ways that will enable others to use the information or strategies. For example, the project includes on-line resources and a Field Guide for school leaders as well as differentiated and replicable learning session content and coaching protocol and the benefit of attaining necessary micro-credentials (e14). The plan is comprehensive and replicable by other school districts.

**Weaknesses:**

(i) No weaknesses were noted.

(ii) A review of the budget suggests that the travel costs are excessive and the applicant would be better positioned with a detailed explanation of the exorbitant travel costs and alternative methods or strategies for student visitations.

(iii) No weaknesses were noted.

(iv) No weaknesses were noted.

**Reader's Score: 23**

**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:**

- (i) The goals, objectives and outcomes are clearly specified and measurable. The applicant specifies 5 goals. Goal 1 is to: Increase the number of highly effective principals and school leaders in Black, Hispanic, and Native American communities through high quality, evidence-based professional learning and enhancement practices. All objectives are measurable (i.e., Objective 1.1 is 80%; Objective 1.2 is 80%, etc.).
- (ii) The management plan is thorough and well positioned to achieve the goals and objectives on time and within budget. For example, personnel are identified with attendant roles and responsibilities and time commitment. The management plan includes goals, objectives, timelines and milestones for accomplishing program tasks. The budget is reflective of the activities listed. The plan appears adequate for the management of the project.

**Weaknesses:**

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:**

The applicant has presented an thorough and detailed evaluation plan that will produce valid and reliable results, quantitative and qualitative data and clearly aligned objectives and outcomes. The evaluation plan is expansively designed and will produce formative and summative data. Several well-researched strategies were used in designing the evaluation system. The applicant has comprehensively aligned the performance measures and outcomes. Effective oversight will facilitate the development of an evaluation plan to inform others of the project's success.

(i) The methods of evaluation are comprehensive and will produce evidence about the project's effectiveness that would meet the WWC standards with reservations as described in the WWC Handbook. For example, the applicant states on page e53, that the team will use a quasiexperimental design that produce efficacy for the project and within the professional learning with enhancements.

(ii) The applicant presents through and detailed information to determine whether objective performance measures will be used and will permit periodic assessment of progress toward achieving intended outcomes. For example, formative evaluation will provide an indication of the project performance on an ongoing basis to allow for continuous improvement (e55). The applicant will have information on the project progress on a regular and consistent basis and any changes will further lead to project improvement of implementation.

(iii) 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 and are adequate. The applicant states it will We will utilize multiple methods to evaluate the project's 24 performance measures addressing relevant outcomes. Formative evaluation will produce quantitative and qualitative data (e55-57).

(iv) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes. The applicant outlines in Table 4, found on p.e58, a chart depicting the measure, description and metric for each of the objectives which demonstrate they are valid and reliable (e58).

(v) To an adequate extent 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. For example, the applicant states it will develop and disseminate resources for professional learning and enhancements that will facilitate replication as well as publications of empirical evidence submitted to WWC will be available for replication. Approaches and strategies employed by participants will be documented (e60).

**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:**

To improve recruitment, outreach, preparation, support and development, the applicant will provide professional development for principals, school leadership teams and district teams. The project focus, which is aligned to the overall goal is to increase the number of highly effective principals and school leaders in Black, Hispanic, and Native American communities through high quality, evidence-based professional learning and enhancement practices. This focus and goal ensures diversity within the educator workforce. For example, the applicant sets forth 3 major strategies to improve workforce development (1) carefully selecting partners who enrolled minority students; (2) encouraging prospective individuals to become educational leaders in high-needs schools and (3) creating a National Equity Leadership Consortium (e29).

**Weaknesses:**

The applicant fails to include strategies to improve the retention of principals, school leadership teams and district teams. The efforts and interventions will not be effective, long-lasting, or sustainable if attrition is not controlled for within the targeted population and schools. It is noteworthy that this critical aspect is not addressed in the proposal and could significantly and negatively impact future efforts.

**Reader's Score: 4**

**Competitive Preference Priority - Competitive Preference Priority 2**

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

**Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for Underserved Students—**

**(1) In one or more of the following educational settings:**

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

**(2) That examines the sources of inequity and inadequacy and implements responses that include pedagogical practices in Educator preparation programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.**

**Strengths:**

The applicant has done an exemplary job in explaining how the project will promote educational equity and adequacy in resources and opportunities for underserved students. For example, principals and school leadership teams will increase their capacity to improve equity through professional learning content and the establishment of a restorative educational ecosystem. This practice is geared to changing the disposition of the school culture so that all school members from leadership to students feel supported, valued, and equal participants in the learning environment through equitable resource allocation and job embedded coaching. The focus of the intervention will be 50 principals and their school leadership teams and district leaders, which is approximately 500 individuals residing in Black, Hispanic and Native American communities. High school LEA's will support equity in professional development programs, systemic school cultures and learning environments.

**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 demonstrates an intention and provides strategies to improve students' social, emotional, and academic development. The project is designed to support marginalized students by increasing the number of diverse educators within high needs settings while integrating social and emotional learning sequences. The applicant has provided concrete evidence of the needs impacting students' pro-social skills. The intervention is derived from stressors associated with the pandemic as well as trauma experienced in high-poverty areas. The applicant's intervention fosters skills and behaviors that enable academic progress. The applicant stresses that when students develop pro-social skills and appropriate relational responses, it improves academic and post- secondary outcomes (e32).

**Weaknesses:**

None noted.

**Reader's Score:** 2

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**Status:** Submitted

**Last Updated:** 07/14/2022 10:07 AM

Status: Submitted

Last Updated: 07/12/2022 04:26 PM

## Technical Review Coversheet

Applicant: University of Kansas (S423A220034)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	35	33
<b>Significance</b>		
1. Significance	25	23
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Sub Total</b>	100	96
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Educator Diversity	5	5
<b>Competitive Preference Priority 2</b>		
1. Promoting Equity	3	3
<b>Competitive Preference Priority 3</b>		
1. Meeting Student Needs	2	2
<b>Sub Total</b>	10	10
<b>Total</b>	110	106

# Technical Review Form

Panel #8 - FY22 SEED Panel - 8: 84.423A

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

Applicant: University of Kansas (S423A220034)

## 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 application presents an extremely strong project design to address capacity building among identified education leaders, to ultimately impact equity and academic success among students.

Supporting Statements:

#### Strengths:

- i. Project is of sufficient quality, intensity, and duration to improve practices. Exceptional articulation of the problems and challenges facing education today, with Covid, retention of educators, lost learning, and dramatic achievement gaps among students of color. (e-2)
- v. Restorative discipline practices are sound, focused, clear and evidence-based. (e-24)
- iv. Education Leader Well-Being curriculum of 10 sessions, plus job-embedded coaching is sound and strong. (e-25)
- iv. Design Vision for Equity decision-making model described (e 27-28) is innovative and strong. Partners included that will maximize effectiveness. Project will build capacity of participants.
- li. Cascading Menu of Social and Emotional Learning Practices Fig. 1 (e-30) is thorough.
- ii. Focus on integration of best and culturally sustaining practices thereby leveraging the learning and capacity

building is comprehensive and complete. (e30-38)

- iii. The conceptual framework is included and described. Theory of Action If-Then Model and Logic Model presented are comprehensive and detailed. (e 35-37)

**Weaknesses:**

Weaknesses:

- The visual on e-38 is too difficult to read and decipher.
- iv. Partners listed (on e-16 and e-39) are not delineated nor their respective roles detailed.

**Reader's Score: 33**

**Selection Criteria - Significance**

**1. B. Significance (25 points)**

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

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

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

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

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

**Please provide Overview Statement on top of first Strength comment.**

**Strengths:**

Overview Statement: Project Significance is mentioned by efforts to bolster training and capacity development among participants, and change the direction of non-equity based programs and practices.

Supporting Statements:

**Strengths:**

- i. Focus is on partners to improve teaching and learning. Data cited that principals and education leaders can, in fact, through equity training with social/emotional components, positively impact school climate change for staff and students. (e41)
- The focus on restorative practices is sound and evidence-based. (e42)
- Iv. The proposal narrative ascertains that the current single dominant culture CAN be changed with inclusivity and equity principles applied. Narrative strongly addresses this need, by proposing to equip leaders of color to re-design system toward a healthier, more inclusive environment. (e42-43)
- There is a justified and evidence-based focus on reducing leader burnout and building better work/learning environments for staff and students. (e43)
- iv. Clear roles and expectations of participants are described; costs per participant seem reasonable. (e43-45)
- iii. Thorough and clear attention to sustainability of the project beyond the grant period is given. (e45-46)

**Weaknesses:**

Weaknesses:

- ii. Travel costs, while necessary in a project of this geographic scope, could be mitigated to some degree with more virtual meetings and sessions, reflecting the reality of our national energy and economy constraints. The excessive travel costs presents doubt as to the reasonableness of the costs in relation to the number of persons served.

**Reader's Score:** 23

**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: Proposed project management plan is success-driven with observable behavior change goals and objectives that are clear and measurable.

Supporting Statements:

Strengths:

- i. Goals and objectives are specific, measurable and planned so as to be observable among leader participants. (e46-48)
- i. Dr. McCart is experienced and qualified as Project Director, at .50FTE is reasonable. Likewise, other project staff leaders at .50 FTE is reasonable for the planned activity. (e48-50) In addition, this leadership group appears to have worked together for a significant number of years, adding credibility to the staffing pattern.
- ii. Table 3 (e 50-53) Project Activities appears comprehensive, justified, and thorough.
- ii. Stated project cost per participant is reasonable.

**Weaknesses:**

Weaknesses:

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:**

Overview Statement: A robust evaluation plan as narrated here will document and contribute to the project learning and its replication potential.

Supporting Statements:

Strengths:

- i. Formative and summative evaluation plan attends to the overall goal of impact on student success in a climate of improved equity. (e 53)
- iii. Evaluation Design including convenience sampling, propensity score matching, and ongoing willingness in seeking feedback and periodic assessments will contribute to project replication. (e54)
- iv. The Equity Transparency Tool is innovative and functional. Will produce valid and reliable data.(e56)
- Stated alignment with GPRA Measures appears complete and thorough. (e58)

**Weaknesses:**

Weaknesses:

None 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:**

Supporting Statements:

Strengths:

- Strategic Partner Selection strategy will help address the retention of Black, Hispanic, and Native American education leaders. ( e28)
- There is focus on social marketing awareness to reach and motivate other educators of color to aspire to education leadership careers. (e 28)
- 1. 2. Engagement of the National Equity Leadership Consortium is sound, and appropriate. (e 29)

**Weaknesses:**

Weaknesses:

None.

**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:**

Supporting Statements:

Strengths:

1.2. 3. The narrative shares focus on capacity-building skills among education leaders to participate in order to impact equity in their schools. Plan is trauma-informed. (e 29)

**Weaknesses:**

Weaknesses:

None.

**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:**

Overview Statement:

Supporting Statements:

Strengths:

- Attention to whole person learning is given in the narrative, not only for current education leaders, but to potential leaders as well. (Fig. 1) (e 29-30)

**Weaknesses:**

Weaknesses:  
None noted.

**Reader's Score:**     **2**

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**Status:**           Submitted  
**Last Updated:**   07/12/2022 04:26 PM