

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

Status: Submitted

Last Updated: 07/13/2022 12:39 AM

Technical Review Coversheet

Applicant: East Tennessee State University (S423A220045)

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	4
Competitive Preference Priority 2		
1. Promoting Equity	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Sub Total	10	9
Total	110	109

Technical Review Form

Panel #2 - FY22 SEED Panel - 2: 84.423A

Reader #1: *****

Applicant: East Tennessee State University (S423A220045)

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 proposal for SLICE-SL demonstrates a quality project design with adequate strategies to achieve the intended outcomes of training 40 school leaders and 160 teachers by the end of the grant period. The proposal describes an exceptional approach to create a robust program to provide professional learning on key content areas and skills for school leaders. The program demonstrates a comprehensive set of services that are of sufficient quality, intensity and duration. Additionally, the project takes an exceptional approach to build capacity and yield results beyond the award period by including specific commitments to actions for sustainability. Also, the proposal presented an exceptional conceptual framework with specific research references to support the proposed activities, (noting the quality of research studies referenced could be clearer). The proposal presented an exceptional collaboration of partners to maximize expertise and effectiveness, as well as an exceptional approach to address the needs of the target population and specifically providing current baseline data on the target area schools as related to the key goals for STEM, educator diversity, and reducing the achievement gap.

- The proposal describes an exceptional evidence-based school leader preparation model that plans to provide a combination of services including the National Institute for School Leadership Training, professional meetings to advance leadership, STEM, Literacy, Computation and social emotional learning (SEL) knowledge and skills, and graduate coursework in project-based learning (PBL) and SEL over the course of a three-year program. (e24) The proposal clearly describes how each element is sufficient quality, intensity and duration, providing a clear discussion of the hours, days, and weeks for each service to support the development of expertise to lead to improvements in practice. (e25-e29) For

example, the proposal describes that the project will work with the Leadership Academy in 2-hour sessions to be able to provide specific learning opportunities from the experts at East Tennessee State University on STEM, SEL, computational thinking, and other various topics. (e26) The proposal clearly details the number of sessions, planned dates for the sessions, and topics that will be addressed which clearly demonstrates a robust set of learning experiences that are likely to improve school leadership. (e26-e27) The proposal provides a robust discussion of professional development services that demonstrate a comprehensive plan to train new school leaders, a cohort of expert teachers, and build their knowledge and practices. (e23-e31)

- The proposal describes an exceptional plan to build capacity for project activities to continue beyond the grant period, building upon previous sustainability efforts that were successful from earlier grant awards. (e31-e32) The proposal describes how capacity will be built through the establishment and creation of a Project Management Team (PMT), how the PMT will institutionalize collaboration efforts and how the partnership with K-12 entities will continue beyond the grant period. (e32) Additionally, the project describes ten methods for project sustainability that include clear action steps such as improving existing teacher and school leader preparation programs at East Tennessee State University, the translation of project professional learning into open courses, and how trainers for the National Institute for School Leadership will continue to provide trainings to the K-12 community. (e31-e32) These specific action steps are a noted strength, as they demonstrate that the project team has considered sustainability in the overall project design to be able to maintain the program beyond the grant period.

- The proposal provides an exceptional rationale and conceptual framework underlying the proposed program. The project outlines five objectives that contribute to the conceptual framework of the project design such as observing and providing effective feedback, using data to plan instruction and professional learning, utilizing evidence-based PD or retrain strategies for educators, relational trust, and increasing educator diversity. (e34) The project draws upon multiple studies, such as Nunnery, Yen, and Rosen, 2011 to create the foundation for school leaders to use data to plan instruction and professional learning in alignment with the second project objective. (e34) Additionally, the SLICE-SL Proposal includes a robust logic model that describes how the SEED priorities and project inputs support the projects strategic action plan, and how that plan will lead to improved outcomes for both teachers and students. (e34) The rationale is clear and adequately demonstrates how the project team has used research to inform the design of their model.

- The proposal provides exceptional support that the services provided involve the collaboration of appropriate partners for maximizing the effectiveness of project services for SLICE-SL. The proposal describes the contribution of each of the project partners. (e35, e37) For example, the proposal describes that fifteen East Tennessee State University faculty from eight departments will provide a variety of professional learning services to the school leaders and teachers. This demonstrates one example of how the proposal successfully describes how each of the partners will interact to achieve the project design. Additionally, the proposal describes how the partners are successfully collaborating on a Teacher Quality Partnership project that aligns with the instructional content of the school leadership proposal. It's clear each group is contributing to maximize the effectiveness of project services. (e35, e37)

- The proposal clearly describes the critical needs of the target population schools in rural Southern Appalachian Highlands area including poverty, achievement gap, and low education attainment to demonstrate the need for the project and training for more effective school leaders. (e38-e40) As demonstrated by data provided, the schools have high number of students in poverty, which demonstrates a need for the STEM and Computation Education component to help address the opportunities for future economic pathways. (e38) In addition, the data sets clearly demonstrate that the districts included in the target area serve diverse students, but do not always have diverse teachers to reflect the community population which establishes a need for the project's support for educator diversity. (e39) These statistics support the needs outlined by the referenced study and demonstrate that the project to create a robust school leadership professional learning program is necessary, appropriate and will address the needs of the target population.

Weaknesses:

- No weaknesses are 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 proposal for SLICE-SL demonstrates an exceptional magnitude and significance for the proposed project, specifically in relation to the stated needs of the rural Southern Appalachian Highlights target community. The project presents an exceptional rationale to describe how the proposed outcomes will lead to improvements for school leaders, teachers, and students in multiple content areas including STEM and SEL. The proposal describes an exceptional use of resources to reduce costs while still achieving the intended outcome of school leader and teacher professional learning. Additionally, the proposal describes an exceptional approach to incorporate the project activities and benefits beyond the grant period noting prior success with other grants, and an exceptional plan to disseminate those results to the field to aid in replication efforts.

- The proposal describes an exceptional approach to achieve outcomes through the creation of a robust school leadership professional learning program to meet the needs of K-12 education in rural Southern Appalachian Highlands area. The proposal outlines three broader impacts of the project including the creation of a school leadership professional development model that is supported by evidence, the outcome of training 40 effective school leaders, and developing a model for supporting STEM, ELA, and social emotional supports for students. (e41-e42) The proposed SLICE-SL Program specifically notes that the 40 effective school leaders will create conditions for improved outcomes for 160 teachers and 3,200 students over the course of the three-year project which demonstrates the magnitude of potential outcomes to be significant. (e41) Additionally, the model has strong potential for replication if is demonstrated to be effective, noting that many of the challenges faced for effective school leadership across the nation after the COVID-19 pandemic. (e41) The proposal delivers a compelling rationale to support the potential magnitude and outcomes that are likely to be attained by the proposed project, including improvements in teaching and student achievement.

- The proposal provides an exceptional discussion on how reasonable the costs are in relation to the number of school leaders, teachers, and students that are ultimately being served. For example, the proposal projects that the costs for the project are \$596 per student per year for the target schools. (e44) The costs are compared to the proposed

outcomes for the project which include STEM, Computation, social emotional learning, and effective school leadership, which is a compelling rationale to justify the costs. Additionally, the proposal provides a budget table and budget narrative (e148-e169) that describes the use of project funds for salaries, travel, and other program related supplies. The overall costs do not appear to be unreasonable for the proposed project activities and intended outcomes. Finally, the proposal describes that the National Institute of School Leadership program is identified as a highly cost-effective program and supports that claim with a research citation. (e45) This is a strength because it demonstrates how the project is seeking to build capacity and not relying on grant funding in perpetuity.

- The SLICE-SL Project has a demonstrated history of successful outcomes that lead to a continuation of project activities as demonstrated by the other similar education grant awards that are referenced in the proposal. (e35, e37) The inclusion of these prior projects demonstrates evidence and potential for the proposed activities and benefits to continue beyond the federal award period. Additionally, the project describes how elements of the program such as the “train the trainer” model will build capacity for the local LEAs to be able to continue the National Institute of School Leadership program beyond the grant period. (e45) The inclusion of strategies such as “train the trainer” for intentional sustainability efforts is a noted strength of the proposal. Finally, the proposal adequately describes how the project’s focus on improving educator diversity will continue beyond the award period, noting school leaders can use that knowledge to recruit diverse educator past the award period. (e46) These comprehensive elements demonstrate a strong potential for the incorporation of project activities and benefits beyond the grant period.

- The proposal presents an exceptional plan to disseminate the results from the research and project to enable others to use the strategies. For example, the project describes the intent to share information through specific publications, conference presentations, social media and web-based digital platforms, and through outreach opportunities to disseminate results and enable others to use the strategy. (e46-e47) Additionally, the project describes previous success and experience with dissemination and reference their existing dissemination outcomes from prior grants. (e47) This demonstrate a track record of success, which also holds promise to allow for dissemination for this proposal and replication of the program in other communities.

Weaknesses:

- No weaknesses are 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 proposal for SLICE-SL demonstrates an exceptional management plan including a detailed set of goals, objectives and outcomes. Additionally, the project management plan includes activities, milestones, dates, and responsible personnel for each objective. The plan is robust and detailed and demonstrates a clear plan to achieve outcomes from the proposed teacher licensure pathway model.

- The proposal describes four project goals to create an effective and sustainable school leadership model, improve instructional leadership capacity of school leaders, build knowledge of school leaders in leading student resources and outcomes, and increasing leader and educator diversity in K-12 education. (e48-e49) Each goal is broken down into key objectives, outcomes, and performance measures that demonstrate a clear, specific, and measurable outcome. The inclusion of the project research questions in alignment with the objectives, is a noted strength because it clarifies how the intended goals will be measured and the role of the research experts in gathering and analyzing that data. (e48-e49) Additionally, the performance measures include specific measurement tools such as the use of the Tennessee School Climate Measurement System to demonstrate a plan to measure improvements in relational trust, demonstrating a clear plan to gather data in alignment with the intended outcomes. (e49) The goals, objective, and outcomes are exceptional and provide clearly specified and measurable outcomes.
- The project management plan is exceptional and demonstrates a clear plan to achieve the objectives of SLICE-SL on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (e50-e54) The proposal presents a clear timeline for actions related to leadership, STEM, and SEL that identifies the year, month, and engagement of project management and the advisory board. The table is comprehensive and creates a clear plan for implementing the SLICE-SL model as proposed. (e53-e54) Additionally, the proposal identifies a large list of specific personnel or qualifications required for new personnel for the management of the grant. (e50-e52) The personnel demonstrate expertise related to school leadership, STEM, and SEL, as well as a history of relevant community engagement in work that is similar. This team clearly has the expertise necessary to execute this vision. The plan is robust and clearly aligns with the intended outcomes.

Weaknesses:

- No weaknesses are 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 SLICE-SL project presents an exceptional evaluation plan to support the assessment of the strategies of the project. The project has two potential evaluations to meet the What Works Clearinghouse standards based on enrollment outcomes, and the plan to conduct a fidelity study provides an opportunity for periodic assessment toward achieving intended outcomes. Additionally, the project plans to use robust performance measures, and methods that will produce valid and reliable performance data. The overall quality of the evaluation is exceptional and will support future replication efforts by the greater field.

- The proposal presents an exceptional evaluation plan that demonstrates clear relationships between the goals, measures, and methods of external evaluator Evaluand LLC to achieve outcomes. (e56) The proposal clearly describes the plan to conduct a randomized control trial if the project is oversubscribed, and a quasi-experimental design if the project does not have sufficient participation. (e56-e57) Both of these evaluation models have the potential to meet with What Works Clearinghouse standards. The proposal presents a table with seven research questions and the aligned instruments that will be used for evaluation. (e57) For example, the proposal states that it will investigate to what extent the School Leaders increase relational trust in their schools and will measure based on school climate items from the state data set. The tools are clearly aligned and appropriate for the research questions and project design. Depending on overall final participation numbers the project team has a plan to conduct an evaluation, if well implemented will meet the What Works Clearinghouse standards with or without reservation. (e56-e57)

- The proposal describes a robust plan to implement a continuous improvement model to be to provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes (e54-e55). This plan includes bi-weekly meetings between the Project Management Team and the external evaluator to review relevant data and allow the project team to receive feedback on activities and make modifications to improve the likelihood of achieving the intended outcomes. (e55)

- The proposal includes research questions that are specifically aligned to the project goals and objectives and will produce qualitative and quantitative data. (e57-e58) For example, the project plans to measure to what extent the school leader is providing feedback to teachers using select items from the Tennessee Educators Survey as a quantitative measure, while also gathering candidate survey data as qualitative data in alignment with research questions 1 and 2. (e57) The inclusion of multiple data sets to inform the overall project evaluation, as well as the continuous feedback cycle for improvement is a noted strength because it demonstrates a clear alignment between the project activities and evaluation plan.

- The proposal includes exceptional methods of evaluation that will provide valid and reliable performance data on relevant outcomes. The proposal provides a clear description of the evaluation methodology for each element of the research including the impact evaluation, implementation fidelity, and formative evaluation of the 7 research questions. (e58-e66) The approach to evaluation through both outcomes as well as implementation also allows for the leadership team to adjust the project as necessary to address the community needs toward the goals associated with the project. The inclusion of both the impact study as well as implementation fidelity research is a strength of this proposal and demonstrates a clear plan to produce valid and reliable data. (e58-e66)

- The proposal presents an exceptional design for implementing and evaluating the proposed project that may result in information to guide possible replication of project strategies, including information about the effectiveness of the approach or strategies employed by the project. The inclusion of specific evaluation efforts for each outcome allows the

community to note the success of each element of the overall SLICE-SL Program to inform future replication and scaling efforts. (e66-e67) Specifically, the project team plans to create a guide to possible replication of projects or strategies to support other potential implementation sites. (e66) The exceptional level and detail, robust methodology, and transparency into the overall evaluation efforts supports future replication efforts by other districts and states.

Weaknesses:

- No weaknesses are 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 proposal plans to improve teacher recruitment, specifically diverse educators and educators, by training school leaders on strategies to intentionally recruit these candidates as part of professional learning during the SLICE-SL project. (e18) The project will provide this training as part of the National Institute for School Leadership Executive Development program, and the proposal provides a research reference to support this strategy. (e18) In addition, the proposal reference the CASEL framework and professional learning component of the project as another mechanism to support school leaders to develop school climates that recognizes the gap of cultural synchronicity to support school leaders in recruiting more diverse educators.

Weaknesses:

- The proposal does not provide clear strategies to recruit school leaders from diverse backgrounds to reflect the target student population. (e18) The lack of specific strategies for recruitment and retention efforts for diverse school leaders is a noted weakness.

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 SLICE-SL project plans to support improved social equity by providing school leaders and teachers with professional learning in computation learning, noting a discrepancy in access for rural areas as supported by Warner et al. 2020. (e20) The proposal plans to instruct school leaders and teachers on high quality instructional strategies, to bring computer science to schools that support underserved populations. (e20) Additionally, the project plans to incorporate social and emotional learning to support improved school climate. (e21) This example demonstrates a strong approach to improving school leader and educator knowledge and skills to create an inclusive, supportive, equitable, unbiased, and identity-safe learning environment.

Weaknesses:

- No weaknesses are 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 proposal plans to utilize the CASEL framework to be able to support the professional learning of school leaders and teachers in social and emotional learning (SEL) instructional practices. (e21) The proposal describes how the Project Management Team (PMT) has worked on previous grants to embed this learning, which demonstrates both experience and potential for the project to successfully provide this learning to school leaders and teachers.

Weaknesses:

- No weaknesses are noted.

Reader's Score: 2

Status: Submitted

Last Updated: 07/13/2022 12:39 AM

Status: Submitted

Last Updated: 07/13/2022 10:52 AM

Technical Review Coversheet

Applicant: East Tennessee State University (S423A220045)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
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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	4
Competitive Preference Priority 2		
1. Promoting Equity	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Sub Total	10	9
Total	110	109

Technical Review Form

Panel #2 - FY22 SEED Panel - 2: 84.423A

Reader #2: *****

Applicant: East Tennessee State University (S423A220045)

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 application demonstrates the quality of the design of the proposed project with the extent to which the training and professional development services to be provided by are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services. It is strong in its design to build capacity and yield results that will extend beyond the period of Federal financial assistance. It demonstrates a conceptual framework underlying the proposed research or demonstration activities and the quality of the framework. The proposed project support services involving the collaboration of appropriate partners for maximize the effectiveness. The project lacks in addressing the needs of the target population.

Supporting Statements:

Strengths:

(i) NISL Master Instructors will provide a 12-month training to 40 school leaders and 2 ETSU faculty members. All NISL units are 12 hours of contact time, either face-to-face or virtual, with content and curriculum accessible online through the NCEE Portal. The units are distributed over three thematic courses and 12 unites as summarized in Table 3. The participants will earn a NISL EDP certificate from the NCEE after completing the program (PD1). Table 3 displays the Courses and Units for the program. Quarterly and monthly professional meetings to advance knowledge of a number of topics. Graduate courses offered. Participants will design PBL/SEL curriculum and engage in a mini-grant competition.

(page e25-e31)

(ii) Table 6 displays the sustainability of the project. All activities will be presented in the context of how leaders and teachers can implement them effectively in their own schools and classrooms. Through this program, school leaders and teachers will earn credits that may be applied to ETSU advanced degrees. Also, NISL-trained school leaders will continue to train and mentor other school leaders at these LEAs, ensuring a continuous leadership pipeline and further developing the partnership between the LEAs and ETSU Leadership and Educator Preparation programs. Building leadership capacity at the LEA's and strengthen its partnership with our leadership and teacher preparation programs in the Departments of Counseling and Human Services, Curriculum and Instruction, Educational Foundations and Special Education, and Educational Leadership and Policy Analysis. (page e31-e33)

(iii) Includes a Logic Model that demonstrates how the SEED priorities are addressed through inputs, strategic plan, and research objectives. (1) NCEE NISL EDP and Train-the-Trainer, (2) PBL with STEM/L/C, and (3) CASEL is used to achieve the project goals and is measured by five project research objectives. (page e33-e36)

(iv) The partnership involves ETSU, 4 LEAs in Tennessee (Bristol, Hawkins, Johnson County, Washington), the National Center on Education and the Economy (NCEE), one external research team, Evaluand LLC., and one external evaluation team, East Main Evaluation and Consulting (EMEC) LLC. Application includes letters of commitment. (page e35, Appendix D)

(v) Application gives demographic information to support project need as the project will be implemented in four high-need rural LEAs in Southern Appalachian Highlands. Provides leadership and educator diversity data. (page e38-e39))

Weaknesses:

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 application demonstrates significance of the proposed project with the magnitude of the outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement. It lacks in the extent to which the costs are reasonable in relation to the number of persons to be served and anticipated results and benefits. It is strong in the potential for the incorporation of project purposes, activities, and benefits into the ongoing program of the organization at the end of Federal funding. It supports the results of the proposed project to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

(i) Evidence-supported model for instructional leadership development, will develop effective educational leaders through training for leaders and teachers while supporting the efficacy in PBL teaching and learning and socioemotional support. The project's long-term goal is to demonstrate that by introducing best practices in instructional leadership, along with PBL and SEL teaching approaches, school leader programs can increase student achievement for students in high-need schools. By designing structures and tools for school leaders, the project will disseminate a model with the potential, if implemented well, to improve student learning outcomes in K-12 schools nationwide. This project will develop 40 effective school leaders over three years with the knowledge needed to effect instructional change and innovation in four LEAs in Tennessee. Together, these leaders support the development of teachers who serve approximately 160 teachers and 3,200 students over three years. A model for developing school leaders who have the understanding about how to support STEM and English Language Arts instruction as well as provide socioemotional support for students. (page e41-e42)

(ii) Proposed project budget of \$5.7 million. Project will directly impact 30- 40 school, 40 school leaders, 160 K-12 project teachers and their 3,200 students per year in 4 LEAs. An investment of \$596 project-related student/year ($=\$5.7M/3,200/3$) is reasonable as the project can be sustained many years beyond the 3-year proposed project.

(iii) Through the NISL Train-the-Trainer Program, ten selected participants will become NISL trainers, assisting their schools and schools within the region with instructional leadership capacity building. This aspect of the project will ensure that after the grant period, selected school leaders will continue to develop other leaders and potential leaders at these and other LEAs within the region. The provided PD will facilitate K-12 school leaders' holistic development, aiding in the mastery of instructional leadership skills specifically for implementation of PBL STEM/L/C teaching and learning approaches, students' socioemotional support, and best practices aligned with Tennessee's Instructional Leadership Standards (page e45)

(iv) The results of these projects, including the curriculum materials and research findings, will be disseminated through four pathways: (1) publications, (2) conference presentations, (3) social media and a web-based digital platform, and (4) outreach opportunities. (page e46)

Weaknesses:

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 application demonstrates quality in the management plan to the extent to which goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. It is strong in 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.

(i) Utilizes the SMART Management Model with objectives, outcomes, and measures described in Table 9. (page e48-e49)

(ii) Specific project responsibilities have been outlined in Table 10 and the Timeline for the project has been presented with each activity, timeframe, and responsible personnel listed. (page e50-e54)

Weaknesses:

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 application demonstrates quality methods of evaluation 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. It is strong in the methods of evaluating will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. It demonstrates methods that use 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. It lacks in the extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes. It is strong in 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.

Strengths:

(i) If over-subscription is sufficiently large, our group study design will include random assignment of 40 School Leaders from four LEAs to the program. Further, participation incentivized by perceived value of the program is expected to result in low sample attrition. If the project is well-implemented in this scenario, the RCT will produce evidence that meets WWC Evidence Standards without reservation. If over-subscription is not sufficient for random assignment of School Leaders to treatment and control conditions, then the quasi-experimental design (QED) will produce evidence that meets WWC Evidence Standards with reservations. Table 12 displays the research questions and instruments and methods used to gather the data. (page e56-e58)

(ii) Ongoing performance feedback and assessment of the project team's progress through formative evaluation utilizing research questions located on Table 15. Process and progress evaluation supported by review against the proposed project timeline, performance data will be tracked for all participants. Data will be shared through web conferences, year end reports, and white papers. (page e61-e62)

(iii) Outcome data for all evaluation purposes will be collected using objective measures of both quantitative and qualitative data, as appropriate to the analyses performed. Instrumentation already being used in partner districts will be utilized: Tennessee Educator Survey, evaluator developed rubrics, Tennessee School Climate Measurement System, TEAM rubric scales, Washoe County School District (WCSD) Social and Emotional Competency Assessment, and student academic achievement will be measured using results of the Tennessee Comprehensive Assessment Program. (Page e64-e65)

(iv) The data collection sources listed align with the relevant outcomes. (Page e64-e66)

(v) The design for implementing and evaluating the SLICE-SL project will result in information to guide possible replication of project activities or strategies. Findings from the effectiveness study will include detailed descriptions of the SLICE-SL education innovation; descriptions of the study methods, sufficient to support replication of the study; reliable estimates of the model's impact; documentation of implementation quality and supports applied, as necessary, for interpretation of results and implications regarding elaboration or iteration of the theory of action underpinning the model. PBL STEM/L/C curriculum modules will be available on our project website for other districts. Using an established network, we will advocate for and make the SLICE-SL curriculum modules available for around 5,000 K-12 teachers and 85,000 students across 13 LEAs. The tuition-waived graduate courses enable teachers to receive more PD hours than the mandatory requirement for effective teacher PD, offering cost-effective training beyond the project.

Weaknesses:

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 NISL EDP provides professional development to ensure that the participating school leaders have the knowledge, skills, and tools to effectively set direction for teachers, support their staff in improving instructional practices, and design a high-performing school organization that is rooted in professional learning (page e18)

Weaknesses:

- The proposed project does not provide evidence of recruitment, preparation, and retention of a diverse educator workforce specifically.

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 Collaborative for Academic, Social, and Emotional, Learning (CASEL) model emphasizes five competencies: self-management, self-awareness, social awareness, relationships skills, and responsible decision making
- Supporting underrepresented and high-need students with CT skills needed to fill 21st-century jobs is a social justice imperative
- PBL + CT: PBL is commonly used to teach computational thinking to K-12 students, and the cross-domain approach of PBL is recommended to prepare students for the complex real-world problems that benefit from computing

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:

- Project-based Learning can significantly impact student achievement in STEM and other content areas
- The Collaborative for Academic, Social, and Emotional, Learning (CASEL) model emphasizes five competencies: self-management, self-awareness, social awareness, relationships skills, and responsible decision making

Weaknesses:

No weaknesses noted

Reader's Score: 2

Status: Submitted
Last Updated: 07/13/2022 10:52 AM

Status: Submitted

Last Updated: 07/13/2022 09:27 AM

Technical Review Coversheet

Applicant: East Tennessee State University (S423A220045)

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	4
Competitive Preference Priority 2		
1. Promoting Equity	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Sub Total	10	9
Total	110	109

Technical Review Form

Panel #2 - FY22 SEED Panel - 2: 84.423A

Reader #3: *****

Applicant: East Tennessee State University (S423A220045)

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 provided a well-developed and high-quality project design. The applicant's project design is thorough, detailed oriented and innovative. The applicant's proposed project will train leaders and equip them with the skills to improve school conditions, strengthen teacher practices, improve student experiences and advance student school leaders that are particularly in high-needs or low-income communities.

1. The applicant provided a well-developed plan, and high quality to provide training and professional development. For example, the applicant proposes to build a three-year Leadership Academy program that includes a rigorous set of courses and development sessions. The proposed academy will train leaders and equip them with the skills to improve school conditions, strengthen teacher practices, improve student experiences and advance student school leaders that are particularly in high-needs or low-income communities. (e23)

2. The applicant provided an adequate justification to show that the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. For example, the applicant's proposed project management team is an extension of previously funded programs and will continue to be embedded in the work of the existing partnership long after funding has ended. In addition, the applicant asserts that the applicant's institution faculty will continue to provide expertise to teachers through classroom visits and various collaborative efforts. Lastly, the applicant provided a detailed table describing their various methods of project sustainability. (e31-32)

3. The applicant provided a detailed a well-organized narrative that identifies their proposed project's conceptual framework underlying the proposed research or demonstration activities and the quality of that framework. For example, the applicant provided multiple researched best practices which supports their proposed project objectives and activities. The proposal objective to increase the ability to use data to plan instruction and professional learning is supported by research from the TN's Leadership Standards. The applicant supports other objectives and activities from the NISL leadership model. (e33-35)

4. The applicant provided a comprehensive narrative that demonstrates he services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. For example, the applicant provided a list of partners which have worked with applicant for over two decades on multiple projects. In addition, the applicant will partner with the National Center on Education and the Economy (NCEE) to provide evidence-based leadership training programs. (e37).

5. The applicant thoroughly demonstrated that the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. For example, the applicant's proposed project will be implemented in four high need rural areas. The applicant provided data that shows the proposed target areas are disadvantaged in poverty, achievement gap and low educational attainment. In addition, the applicant provided data that shows low minority teach-student ratios in the target areas. (e38,39)

Weaknesses:

No weaknesses

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 narrative clearly presents a significance for the proposed project. The applicant supports their efforts with multiple research best practices. The applicant's project certainly is needed. The applicant's proposed project looks like it will make a positive impact in the target schools and communities.

1. The applicant adequately provided evidence that shows the importance and magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement. For example, the proposed project introduces best practices in instructional leadership, along with PBL and SEL teaching approaches, school leader programs can increase student achievement for students in high-need schools. As a result, the proposed project can be a trendsetter to improve student learning outcomes in K-12 schools nationwide. In addition, the applicant demonstrated that the proposed project increases alignment between instructional leadership theory and practice, between pedagogy and instructional delivery, and between school leadership preparation programs and partner schools. (e39-41)

2. The applicant provided a detailed narrative justifying reasonable cost in relation to the number of persons to be served and to the anticipated results and benefits. For example, the applicant proposes a budget of \$5.5M. The proposed project will directly impact 30- 40 schools, 40 school leaders, 160 K-12 project teachers and their 3,200 students per year in 4 LEAs. The applicant provided research from 2011 that shows their proposed project is identified as a highly cost-effective program (e44-45)

3. The applicant adequately justified their proposed project's 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. For example, the applicant cites their institution's 40-year history of proven success as it relates to providing principal PD programming, development and principal licensure program. In addition, to ensure that the project will be on-going after the grant period, 10 program participants will become NISL trainers, assisting their schools and schools within the region with instructional leadership capacity building. (e44,45)

4. The applicant provided a well-developed plan to ensure that the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies. For example, the applicant's narrative states that project results will be disseminated through various publications, conference presentations, social media and web-based platforms and outreach opportunities. The results that will be shared will include curriculum material and research findings. (e46-47)

Weaknesses:

No weaknesses

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 a robust and comprehensive management. The applicant's project staff appears to be well trained and highly educated. Thus, ensuring that the proposed project will be implemented effectively. The applicant's management plan was detailed, very well-written and could provide a blueprint for establishing the timeliness of all program activities.

1. The applicant clearly described the goals, objectives, and outcomes to be achieved by the proposed project and they are measurable and relevant to the project. For example, the applicant aligned each goal with correlating objectives, activities, targets and the aligning measurable results. The plan provides blueprint for implementation of the project, as well as for the project evaluation. This area of the management plan was very detailed and very well-written. (p.31-33)

1. The applicant clearly described the goals, objectives, and outcomes to be achieved by the proposed project and they are measurable and relevant to the project. For example, the applicant aligned each goal with correlating objectives, activities, targets and the aligning measurable results. The plan provides blueprint for implementation of the project, as well as for the project evaluation. This area of the management plan was very detailed and very well-written. (e48-52)

2. The applicant comprehensively detailed a management plan to achieve the objectives of the proposed project and the plan included clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. Each task and activity indicated who would be responsible for accomplishing the tasks. The applicant indicated that the project will be led by the Principal Investigator and project staff with extensive experience with managing and successfully completing large federally-funded grant projects of this size and scope. A detailed budget narrative was attached indicating how funds will be allocated for each year of the project. Thus, providing some measure of assurance the project can be completed on time and within budget. The management plan was detailed, very well-written and could provide a blueprint for establishing the timeliness of all program activities(e52-53)

Weaknesses:

No weaknesses

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's evaluation plan is effectively presented and is presented well. The applicant's evaluation plan includes multiple research questions and instruments/methods in which these questions will be answered. The applicant's narrative provided multiple quantitative and qualitative data points to be collected and will meet the WWC standards with or without reservations as described in the WWC Handbook.

1. The applicant provided a detailed narration that describes the methods of evaluation which will produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook. For example, the applicant provided a table that provides 7 research questions and instruments/methods in which these questions will be answered. The applicant's evaluation activities will be managed by an external evaluator and will follow evaluation standards defined by the American Evaluation Association. The applicant will use a mixed method approach using qualitative and quantitative data. Process and progress evaluation will be supported by ongoing review against the proposed project timeline and attributes of delivery quality. Lastly, some performance data collected will include attendance, completion of requirements, credentials earned. Learning outcomes for School Leaders will be measured using performance assessments (e59-62)

2. The applicant provided a detailed plan that ensures that the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. For example, the applicant asserts that process and progress evaluation will be supported by ongoing review against the proposed project timeline and attributes of delivery quality. Performance data will be tracked for all participants over the life of the project in collaboration with project staff and district partners. Results will be summarized for the project team using a rapid-turnaround approach. Transmittal of data summaries will be supported with web-mediated conferences between the external research team and project staff. The applicant will provide a yearly formative report. (e62)

3. The applicant thoroughly described their methods of evaluation which 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. For example, the applicant's narrative provided multiple quantitative and qualitative data points to be collected (e62)

4. The applicant provided a detailed narrative to demonstrate the extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes. For example, student academic achievement will be measured using results from the Tennessee Comprehensive Assessment Program (TCAP) achievement tests. Social and Emotional Learning will be assessed using the Washoe County School District (WCSD) Social and Emotional Competency Assessment in its 17-item "short" form. (e64-65)

5. The applicant's proposal clearly demonstrated 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 asserts that products of the evaluation will document iterations to the model theory of action, curricula, and resources, and technical information relating to instruments used or developed for data collection. In addition, the applicant's proposed project will add resources and benefits that are transferrable to other rural districts. The applicant will place their proposed PBL STEM/L/C curriculum modules on a project website for the public (e65-66)

Weaknesses:

No weaknesses

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 a limited plan to increase educator diversity. For example, the applicant's proposed to implement a recruitment priority to school leaders of color. (e24)

Weaknesses:

The ways in which the applicant will attract, recruit, and retain school leaders of color is limited and not clearly specified. It is unclear as to how they will draw school leaders of color to the proposed programming.

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 provided a justifiable plan that demonstrates the proposed project is designed to promote educational equity and adequacy in resources and opportunity for Underserved Students. For example, the applicant proposes to provide opportunities for social and emotional learning and development aides in the breaking down the stigma of mental health issues. The applicant proposes to provide training to pre-service and in-service educators in their evidence-based professional enhancement activities that may lead to an advanced credential. In addition, the proposed target areas will be Title 1 school which serves high needs students and families. (p.3)

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's proposal clearly is 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. For example, the applicant's proposed project has a comprehensive SEL curriculum embedded in it which will build the knowledge of school leaders in leading and improving student educational resources and outcomes. (p.3)

Weaknesses:

No weaknesses

Reader's Score: 2

Status: Submitted
Last Updated: 07/13/2022 09:27 AM

