

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

Status: Submitted

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## Technical Review Coversheet

**Applicant:** Community Training and Assistance Center Incorporated (S423A220059)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	35	30
<b>Significance</b>		
1. Significance	25	25
<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	95
<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	104

# Technical Review Form

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

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

Applicant: Community Training and Assistance Center Incorporated (S423A220059)

## 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 IMPACT demonstrates a quality project design with exceptional strategies to achieve the intended outcomes of engaging a critical mass of 60% of Missouri principals in leadership development 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 adequate approach to build capacity and yield results beyond the award period but does not demonstrate clear strategies for sustainability. Also, the proposal presented an adequate conceptual framework built upon previous research by the Missouri Leadership Development System (MLDS), however to outcomes of the previous research was not clearly demonstrated to support the use of the framework. 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.

- The proposal describes an exceptional evidence-based school leader professional learning model that plans to implement four key elements including engaging more principals in the existing Missouri Leadership Development System (MLDS), addressing the needs of social and emotional needs of students, addressing the academic needs of students, and recruiting, developing, and retaining diverse educators. (e19) The proposal clearly describes how each element is sufficient quality, intensity and duration, providing a clear discussion of the research base for each service to support the development of expertise to lead to improvements in practice. (e19-e22) For example, the proposal describes that the principals will receive mentoring, and that the mentors will receive a 25-hour training series and 104 hours of training per

year. (e21) The proposal demonstrates that the mentors will have a robust set of learning experiences that are likely to improve their ability to effectively mentor school leadership. (e21) The proposal provides a robust discussion of professional development services that are tailored to address principals at different levels of their career, which details a comprehensive plan to train school principals across Missouri and build their knowledge and practices and improve retention. (e19-e22)

- The proposal describes an adequate plan to build capacity for project activities to continue beyond the grant period, building upon previous grant awards for MLDS. (e22-e23) The proposal includes survey results from previous participants that show how 95% of principals that participated in MLDS agree the program made them better school leaders and improved their instructional leadership. (e22) This provides clear evidence that the project is likely to have similar results with the proposed IMPACT project, and that the improvement in principal skills would continue beyond the grant period. Additionally, the proposal describes that Missouri requires that school leaders participate in MLDS to be eligible for Title I funding, which demonstrates the state's education system value in the leadership training to serve underserved students. (e22) Additionally, the program aligns with state leadership competencies, allowing participants to pursue master's degrees in administration outside of the project period. (e23) These project aspects are a noted strength, as they demonstrate that the project has a history of developing capacity to be able to maintain and further outcomes from the program beyond the grant period.

- The proposal provides an adequate rationale and conceptual framework underlying the proposed program that includes four elements. These elements include conducting outreach to engage more principals from low-performing schools, building the capacity to address social and emotional needs of students, building capacity to address the academic needs of students, and recruiting and retaining a diverse teaching force. (e24-e28) The project draws upon multiple studies, such as Hamilton and Gross, 2021 to create the foundation for school leader professional learning in alignment with the project goals. (e25) 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 IMPACT. The proposal describes the contribution of each of the project partners. (e29) For example, the proposal describes the project collaboration has been formalized in the MLDS Commission, which represents expertise state education department leaders, principal associations, institutes of higher education, MLDS principals, and regional service centers. (e29) This demonstrates one example of how the proposal successfully draws upon the expertise of the partners to achieve the project design. It's clear each group is contributing to maximize the effectiveness of project services. (e29)

- The proposal clearly describes the critical needs of the target population schools in the state of Missouri including addressing needs in response to COVID-19, addressing academic needs in low performing schools, and addressing trauma and social and emotional needs to demonstrate the need for the project and training for more effective school leaders. (e30-e32) As demonstrated by Table 1 with needs and IMPACT aligned strategies, the proposals 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. (e31) The description in the table supports the needs and demonstrates that the project's plan to create a robust school leadership professional learning program is necessary, appropriate and will address the needs of the target population.

#### **Weaknesses:**

- The proposal describes several ways that the project seeks to build capacity beyond the grant period. (e22-e23) However, the proposal does not address the financial aspect of those actions. It is not clear if the project has any plans to monetize the services or seek state support for the project's continuation beyond the grant period. This is a weakness, as it's not clear how MLDS will sustain services beyond the award period.

- The project's conceptual framework is based on previous implementation efforts of the MLDS project. (e24-e28) However, the proposal does not present any research outcomes from previous cohorts to support the use of this model in the IMPACT project. The lack of specific evidence to support the use of the MLDS existing framework is a noted weakness because it is not clear that the project has a statistically significant likelihood that it will improve outcomes.

Reader's Score: 30

## 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 IMPACT demonstrates an exceptional magnitude and significance for the proposed project, specifically in relation to the stated needs of the Missouri low-performing schools as the target community. The project presents an exceptional rationale to describe how the proposed outcomes will lead to improvements for school leaders. The proposal describes an exceptional use of resources to reduce costs while still achieving the intended outcome of school leader 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 the state of Missouri. The proposal outlines the significance for each of the four elements of the project including increasing principal retention rates, supporting improvements in teacher practice, leading responses to trauma and building school capacity in social and emotional learning, accelerating student learning and building a more diverse educator workforce. (e32-e46) The proposed IMPACT Program specifically notes that project would contribute to an overall involvement of 60% of Missouri principals which demonstrates the magnitude of potential outcomes to be significant. (e34) Additionally, the model has strong potential for replication if is demonstrated to be effective, noting the similarity to other models that demonstrate effectiveness in alignment with the What Works Clearinghouse standards of Tier 2. (e33) 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 that are ultimately being served. For example, the proposal projects that the costs for the project are \$2,200 per principal per year for the target schools. (e37) The costs are compared to the \$75,000 cost of hiring, placing and developing new principals, which is a compelling rationale to justify the costs. Additionally, the proposal provides a

budget table and budget narrative (e146-e173) 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.

- The IMPACT 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. (e38-e39) 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 are woven into the Missouri educational system with the State Board of Education which enables incorporation of the project into ongoing programs or agency work beyond the grant period. (e38) The inclusion of statements of support from districts hiring MLDS principals 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. (e38-39) 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 develop a playbook and cost model for other states on how to design a process for cultivating highly effective leaders, which creates a clear resource to be able to support dissemination. (e39) Additionally, the proposal describes plans to share information through specific publications, conference presentations, and an interactive website, and through outreach opportunities to disseminate results and enable others to use the strategy. (e39-e41) Additionally, the project describes previous success and experience with dissemination and reference their existing dissemination outcomes from prior grants. (e41) 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 IMPACT 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 proposal school leadership professional learning model.

- The proposal describes two project goals to engage a critical mass of 60% of Missouri principals in leadership development increase retention and increase the capacities of principals to address the salient needs of teachers and students exacerbated by the pandemic. (e41-e43) Each goal is broken down into key objectives, outcomes, and metrics that demonstrate clear, specific, and measurable outcomes. The inclusion of specific targets in the outcomes, such as increasing state principal retention rate from 84% to 90%, 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. (e41-e43) Additionally, the outcomes include specific measurement tools such as the use of principal retention data, ELA and Math MAP data, and results from principal interviews and surveys to demonstrate a plan to measure, which indicates a clear plan to gather data in alignment with the intended outcomes. (e41-e43) 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 IMPACT on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (e43-e50) The proposal presents a clear timeline for actions in alignment with project objectives that identifies the specific quarter and year, as well as the engagement of specific teams within the project's management structure. The table is comprehensive and creates a clear plan for implementing the IMPACT model as proposed. (e49-e50) Additionally, the proposal identifies a large list of specific personnel or qualifications required for new personnel for the management of the grant. (e45-e48) The personnel demonstrate expertise related to school leadership, SEL, evaluation, 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 IMPACT project presents an exceptional evaluation plan to support the assessment of the strategies of the project. The project plans to conduct a quasi-experimental design to assess the impact of MLDS to meet the What Works Clearinghouse standards based with reservations, and the Plan-Do-Study-Act cycle for periodic assessment of progress 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 the Community Training and Assistance Center (CTAC) to achieve outcomes. (e51) The proposal clearly describes the plan to conduct a quasi-experimental design to assess the impact of the project on student achievement and principal retention. (e51-e54) This evaluation model has the potential to meet with What Works Clearinghouse standards. The proposal presents six research questions that will be used for evaluation. (e51-e52) For example, the proposal states that it will investigate what is the perceived impact of the project on recruiting, developing, and retaining a high performing, diverse teaching force. The proposal described the process for identifying comparison schools through propensity score matching, establishing baseline equivalence, conducting a power analysis, making baseline adjustments, and addressing the role of mediators and moderators. These methods will meet the What Works Clearinghouse standards with reservation. (e51-e54)

- The proposal describes a robust plan to implement a Plan-Do-Study-Act cycle to be to provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes (e55-e57). This plan includes gathering diverse data sets from interviews, surveys, self-assessments, program documents and records, and outcome quantitative data to triangulate results and discuss finds with the Leadership Council to make modifications to improve the likelihood of achieving the intended outcomes. (e57)

- The proposal includes research questions that are specifically aligned to the project goals and will produce qualitative and quantitative data. (e57-e59) For example, the project plans to measure to what extent the project impacts principal retention using job records as a quantitative measure, while also gathering principal survey data as qualitative data in alignment with research questions 6. (e58) 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 such as coding interview data, using validated measures that have strong validity and reliability like the Panorama SEL Questionnaire. (e59) The approach to evaluation through both outcomes as well as the Plan-Do-Study-Act cycle also allows for the leadership team to adjust the project as necessary to address the community needs toward the goals associated with the project and demonstrates a clear plan to produce valid and reliable data. (e59)

- 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 tool such as a cost model and implementation playbook will support the community to inform future replication and scaling efforts. (e60) 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 IMPACT project. (e31) The project will train principals on marketing strategies to recruit diverse educators, develop a teacher talent development system, and create a teacher leadership pathway to advance to coaching and mentoring roles. (e31, e60) These strategies will allow the project 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. (e31) 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 IMPACT project plans to support improved social equity in multiple ways. (e20) For example, the proposal plans to specifically target outreach to principals who are serving in low-performing schools with underserved students. (e61) Additionally, the proposal plans to instruct school leaders and teachers on evidence-based strategies to address social and emotional learning for students from underserved populations. (e61) Additionally, the project plans to prepare principals to develop classroom and school cultures that are responsive and supportive of diverse educators. (e61) These examples demonstrates a strong approach to improving school leader 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 includes a regional model of support with specialists placed at the nine Regional Professional Development Centers across Missouri. (e21) This allows the specialists to build relationships with the principal participants and have direct impact in coaching principals to support the improvement of students' social and emotional health and academic progress. (e21) Additionally, IMPACT is committed to providing evidence-based professional development in social and emotional learning. (e61) The proposal describes how the MLDS model has demonstrated success in previously implementations, which demonstrates both experience and potential for the project to successfully provide this learning to school leaders.

**Weaknesses:**

- No weaknesses are noted.

**Reader's Score: 2**

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**Status:** Submitted  
**Last Updated:** 07/13/2022 12:39 AM

Status: Submitted

Last Updated: 07/13/2022 10:53 AM

## Technical Review Coversheet

**Applicant:** Community Training and Assistance Center Incorporated (S423A220059)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	35	32
<b>Significance</b>		
1. Significance	25	25
<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	97
<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	107

# Technical Review Form

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

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

Applicant: Community Training and Assistance Center Incorporated (S423A220059)

## 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 through 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. It supports 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. It is lacking in the extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework. It makes clear 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. It supports 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.

#### Strengths:

(i) IMPACT increases the number of highly effective principals and improves teaching and learning through four key elements: (1) conducting outreach to engage more principals in MLDS, particularly those from low-performing schools with underserved students. MLDS is a model for statewide efforts to cultivate school leaders and has three external evaluations that have demonstrated the benefit of MLDS; (2) addressing the increased social and emotional needs of students; (3) addressing the increased academic needs of students; and (4) recruiting, developing, and retaining a high performing, diverse teaching force. IMPACT differentiates training, coaching, and mentorship support for principals using MLDS's career development model. Principals are supported at each level of their career from Aspiring (precertificated),

to Emerging (initial career entry), through Developing (mid-career), and ultimately Transformational (exceptional). Principals are engaged in a range of professional learning experiences that are both embedded in their schools and provided through multiple in-person and virtual engagements. The professional learning experiences are a primary vehicle through which participants master forty-one evidence-based leadership competencies. Participating principals receive 18 hours per year of the professional learning experiences supported by 20 hours per year of mentoring during their first two years and 104 hours per year of training via networking events. Principals have ready access to MLDS Specialists, content experts who lead professional development and provide executive coaching. Principals receive mentoring in their school settings through a 6-part, 25-hour training series and the Mentors participate in the 104 training hours per year via networking events. (page e19-e21)

(ii) In the current year MLDS now serves 1,295 principals—37% of principals across Missouri. These principals represent more than 60% of Missouri public schools districts and 30% of charter schools. MLDS is considered so critical that eligibility for receiving Title I funding requires leaders of all schools identified under the state’s accountability system for Comprehensive Support and Improvement (CSI) to participate in MLDS. Aspiring principals engage in MLDS professional learning experiences that are embedded in the coursework, internship, and performance assessment requirements of all 23 institutions of higher education (IHEs) in Missouri offering master’s degrees in administration. IMPACT expands the number of principals participating in MLDS to 2,100—60% of principals statewide. By so doing, IMPACT will also reach 73% of teachers (nearly 52,000) and 70% of students (more than 600,000). (page e22-e23)

(iii) Four elements of the conceptual framework of IMPACT include; conduct outreach to engage more principals in MLDS, especially in low performing schools with underserved students, build the capacity to address the increased social and emotional needs of students, build the capacity to address the increased academic needs of students, and recruit, develop, and retain a high performing, diverse teaching force. (page e24-e28).

(iv) The MLDS Commission includes senior leaders and representatives from dESE, professional associations for elementary and secondary school principals, and district superintendents, HEs, MLDS principal participants, and nine RPDCs. (page e29)

(v) Pandemic’s impact on students in Missouri has been substantial and far reaching. On statewide MO Assessment Program (MAP) grade level and End-of-Course (EOC) assessments, students experienced a decline in scores across all subjects and grade levels. A January 2022 survey of counselors, principals, and teachers by the Missouri Department of Elementary and Secondary Education (DESE) indicates a rise in negative social behaviors and growing concern over students’ engagement in school. In Missouri, Black and Hispanic students, as well as economically disadvantaged students, show greater academic loss on MAP assessments than white students, especially those students who spent a greater proportion of learning time in hybrid or virtual instruction. Table 1 Project Design: Strategies Aligned to Needs. (page e18, e30-e31)

#### **Weaknesses:**

\*(iii) There are not outcomes listed for the original MLDS program which would provide information to support the conceptual framework

**Reader's Score: 32**

#### **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 importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement. It supports 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 and 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. It is clear in the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths

(i) IMPACT will engage a critical mass of 60% of Missouri principals in leadership development and increase principal retention statewide. As a result, these principals will influence the practices of 73% of the Missouri teacher workforce and serve 70% of all Missouri students. The principals will effectively lead school efforts to improve student well-being and achievement, and be effective in recruiting, developing, and retaining teachers. The programs structured similarly to MLDS resulted in improved student growth outcomes on ELA and Math assessments. Over the past three years, Missouri principals participating in MLDS were retained at a rate 20 percentage points higher (98%) than non-participating principals (78%) achieving IMPACT's goal to bring 60% of Missouri principals into MLDS, IMPACT is expected to raise the overall state retention average from 84% to 90%. (page e33-e34)

(ii) The total average cost per principal projects to \$2,200 per year. Reaching 60% of the principals in Missouri by the end of the three year grant period equates to 2,100 principals, who each serve approximately 290 students. This cost-effective investment comes to less than \$7.60 per student. Costs for hiring, placing, and developing a new principal are estimated at \$75,000 and MLDS principals are being retained at a rate of 20 percentage points higher than non-participating principals in the state. As IMPACT brings more principals into the MLDS system, principal retention across the state will rise, reducing the above costs for districts. When teachers leave a school within 1 or 2 years, the investments made in their onboarding and training must be repeated with their replacements. IMPACT reduces these costs by building principal capacity to effectively recruit, develop, and retain teachers. (page e36-e37)

(iii) IMPACT provides high-quality professional learning to principals specifically focused on the issues facing schools right now. New content on social and emotional learning and accelerated learning will be supported with six new Specialists. The knowledge and capacity building these Specialists bring to MLDS will be incorporated into the system's leadership curriculum materials. Funding for this additional staffing will transition from SEED and be paid by MLDS's funding sources upon completion of the grant. Engagement in MLDS is widespread, and leaders in the field have come to rely on the support of the Specialists and Mentors. Districts are pleased with this leadership development system: 95% of superintendents with MLDS principals agree MLDS supports the growth of school leaders in Missouri. (page e38)

(iv) IMPACT will provide a playbook for other states on how to design a process for cultivating highly effective school leaders. MLDS is deeply rooted in research. IMPACT will also develop an accompanying cost model for others who seek to establish a statewide leadership development program. The cost model will describe initiative components such as the roles, expertise, staffing, and resources needed. The evaluation will utilize both qualitative and quantitative data to provide

evidence of IMPACT's efficacy and effectiveness (including its impact on teacher practice, principal retention, and student learning). Formative and summative evaluation findings will be reported as they are completed through presentations, webinars, and conferences for national foundation and association leaders, presentations at national conferences, and IMPACT will establish an interactive, dedicated project website, providing open source materials to interested practitioners, policy makers, and researchers. This resource platform is intended to include artifacts, hands-on implementation guides, FAQs, and formative and summative evaluation reports. The goal is to provide information and online assistance related to developing principals' leadership skills, advancing student learning, and creating a statewide comprehensive principal leadership system. IMPACT will use multiple forms of media to engage educators and disseminate project information. MLDS competencies, and updates made under IMPACT, will be incorporated within the coursework and internship expectations for leaders enrolled in master's programs within all 23 Missouri IHEs. (page e39-e40)

**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) Table 2. Goals, Objectives, and Outcomes. The two goals are specific. Under each goal are a list of objectives with outcomes that can be measured. The metric has been included which supports the data being collected for the outcomes, giving more clarity as to how the applicant plans to meet the goals of the project. (page e41-e43)

(ii) The application has described the management structure of the program, includes information on the Project Team Members (Table 3) and bios, and includes a detailed timeline and responsibilities chart (Table 4). To execute the PDSA Cycle, the Leadership Council is committed to the ongoing collection and analysis of data. The Leadership Council will make project modifications as necessary, noting that minor findings can lead to important insights about potential improvements (page e43-e51)



**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 the quality of the project evaluation with 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 reservations as described in the WWC Handbook. It is clear in the extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes and 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. It supports 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 methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.

**Strengths:**

(i) CTAC will use a quasi-experimental design to analyze student achievement and principal retention at the school level. Schools with newly enrolled IMPACT principals will constitute the treatment group while a select group of similar schools led by non-participating principals will serve as the comparison group. The analyses are designed to meet WWC standards with reservations (page e52)

- (ii) Plan-Do-Study-Act Cycle (PDSA) to gather performance feedback and conduct a periodic assessment of progress. CTAC will collect performance feedback from multiple data sources to triangulate findings, including interviews, surveys, self-assessments, program documents and records, and principal and student outcome data. (page e55)
- (iii) Table 5 Evaluation Research Questions, Outcomes Measures, and Data Sources. (page e57-e58). The outcome measure on school performance is based on the Missouri Annual Performance (MAP) results. The measure is comprised of scores for each of the 5 standards in Missouri School Improvement Program (MSIP).
- (iv) For interviews, multiple experienced CTAC evaluators will code the data for an intercoder agreement of 100%. CTAC's surveys will incorporate existing, validated measures that have strong validity and reliability. employ exploratory and confirmatory factor analysis to confirm the uni-dimensionality of the scales and Cronbach's alpha to assess the reliability of scores on the scales. In Year 1 of the project, CTAC will pilot the surveys and interviews on a small group of respondents prior to full-scale administration. In each subsequent year, CTAC will review and make appropriate adjustments to the instruments. The student achievement and principal retention data are extant data that will be retrieved from DESE website or received from DESE. These data, by definition, meet the validity and reliability requirements in the WWC standards. (page e59).
- (v) The multiple formative and summative evaluation reports provide a comprehensive understanding of implementation and impact of the project strategies, along with actionable recommendations. These reports will include detailed description of the project's content, partnership, delivery methods, measures, outcomes, and the effectiveness of the strategies. These reports will be publicly available on the dedicated project website. The findings and key learnings will also be shared with a range of audiences. (page e59-e60)

**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:**

- IMPACT builds the capacity of principals to recruit, develop, and retain a high performing, diverse teaching staff. IMPACT element 4 directly responds to CPP1. IMPACT trains principals to partner with and recruit from regional IHEs and alternative preparatory programs, specifically focusing on those with the highest number of teachers of color. IMPACT trains principals to develop classroom and school cultures which are culturally responsive and supportive of diverse

educators, encouraging their development and retention.

**Weaknesses:**

No weaknesses noted

**Reader's Score: 5**

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

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

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

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

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

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

**Strengths:**

- IMPACT focuses fully on providing principals and assistant principals with evidence-based professional development activities. IMPACT extends and expands the Missouri Leadership Development System (MLDS), a system rooted in research and which multiple evaluations has shown to be effective in improving principal practice. Using MLDS as a foundation, IMPACT targets professional learning to build the capacity of principals to respond to the social, emotional, and academic learning needs exacerbated by the pandemic

**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:**

- IMPACT builds the capacity of principals to meet the increased social, emotional, and academic needs of students. IMPACT element 2 focuses specifically on preparing principals to expand teachers' abilities to overcome trauma and social and emotional learning barriers. It trains principals to lead teachers in recognizing signs of students experiencing trauma, providing early response, and developing extended interventions to address long-term social and emotional needs.

**Weaknesses:**

No weaknesses noted

**Reader's Score:     2**

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**Status:**           Submitted  
**Last Updated:**   07/13/2022 10:53 AM

Status: Submitted

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

## Technical Review Coversheet

**Applicant:** Community Training and Assistance Center Incorporated (S423A220059)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	35	29
<b>Significance</b>		
1. Significance	25	25
<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 #2 - FY22 SEED Panel - 2: 84.423A

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

Applicant: Community Training and Assistance Center Incorporated (S423A220059)

## 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 decent project design plan. The applicant's project design is supported by some research best practices. The applicant project design seeks to expand the scope of the Missouri Leadership Development. The applicant will work in concert with numerous providers to implement the proposed project. The applicant's project design is good. However, the project design lacks clarity and support in demonstrating the project's potential effectiveness in the target areas.

1. The applicant provided a well-developed plan, and high quality to provide training and professional development. For example, the applicant proposes to provide expand the scope of the Missouri Leadership Development by implementing a leadership development program that engages 60% of Missouri principals in leadership development and increase principal retention statewide and increase the capacities of principals to address the salient needs exacerbated by the pandemic. The applicant's proposed program will engage 2,100 principals over three years, through mentoring, coaching, networking and professional development to impact social and emotional learning, accelerated academic learning, and teacher recruitment, development, and retention in the target state. (e16)

2. The applicant provided a justifiable plan that is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. For example, the applicant program is required for Title 1 funding. This requirement particularly ensures school leaders will apply learnings from the proposed program. The applicant demonstrated that the proposed project is rooted in research and appears to be sustainable beyond the funding period.

3. The applicant provided an average 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's foundation for the proposed project is based the existing Missouri principals in leadership development program. The applicant cites multiple sources that support the importance of building strong school leaders and its impact on student achievement. (e23-24)

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 make up the MLDS commission and key partners. (e29)

5. The applicant provided an average narrative to demonstrate 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 provided a table that discusses the identified needs of Missouri and the projected activities of the proposed project. The applicant cites that their target state is in need of more capable principals. As a result, the applicant will develop a marketing plan to reach principals in the state. (e29-31)

### **Weaknesses:**

3 – The applicant states that the proposed project is an expansion of the already existing Missouri principals in leadership development program (MLDS). Although the MLDS is the conceptual framework for the proposed project, the applicant does not clearly provide results from the MLDS to demonstrate that the proposed conceptual framework's quality. (e23-24)

5 – The applicants needs and aligned strategies table is lacks clarity. Based on the information given, it is difficult to determine if the target population is Missouri or principals. As a result, it is difficult to access the quality of strategies provided.

**Reader's Score: 29**

### **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 clearly presented a significance for the proposed project. The applicant cited multiple research articles and provided data to support the need of the proposed project. The applicant provided a well-developed plan to ensure that the results of the proposed project are to be disseminated.

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 proposes activities that will greatly increase the supply of highly effective principals and lead to improved teaching and learning. The applicant's proposed project will engage and retain highly effective principals, improve principal leadership to increase teacher effectiveness and improve teaching and learning by addressing student trauma. (e32-34)
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 demonstrated that the proposed project cost \$2,200 per principal annually. The proposed project cost investment comes to less than \$7.60 per student. The applicant cites that the proposed project will reduce the cost of replacing teachers and principals by as much as \$20,000 per staff member. (e36-37)
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 that the proposed program is very much integrated into their state educational system and has been since 2014. The applicant cites that the program will carry-on more deeply year over year. (e38-39)
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 be a playbook for other states on how to design a process for cultivating highly effective school leaders. Formative and summative evaluation findings will be reported as they are completed through presentations, webinars, and conferences for national foundation and association leaders such as the School Superintendent Association (AASA), the CCSSO, the National Association of Elementary Principals, the National Association of Secondary Principals, and the Wallace Foundation. (e39)

**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. (e41-43)

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 Executive Project Leader 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(. (e46-47)

**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's plan to use a quasi-experimental design to analyze student achievement and principal retention at the school level. Schools with newly enrolled IMPACT principals will constitute the treatment group while a select group of similar schools led by non-participating principals will serve as the comparison group. The analyses are designed to meet WWC standards. (e52)

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 will use site surveys, self-assessments, program documents, school records and outcome quantitative data as methods of evaluations. (e56-57)

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. provided performance measures are aligned to the goals and objectives of the project and clearly specifies the intended measurable outcomes. (e57-59)

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, the applicant states that they will provide valid and reliable performance data by employing exploratory and confirmatory factor analysis to confirm the unidimensionality of the scales and Cronbach's alpha to assess the reliability of scores on the scales. In addition, the applicant provided a plan to code the data for an inter-coder agreement of 100%. (e59)

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 their formative and summative evaluation reports will provide a comprehensive understanding of implementation and impact of the project strategies, along with actionable recommendations. The applicant plans to make reports publicly available. (e60)

**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 project focuses training principals to partner with and recruit from alternative preparatory programs that specifically focuses on those with the highest number of teachers of color.(e60)

**Weaknesses:**

The ways in which the applicant will attract, recruit, and retain teachers of color as proposed is not clearly specified. The applicant states that they will train principals to recruit teachers of color from other programs. However, no concrete plan is provided as to how the applicant plans to recruit potentially new or novice teachers of color.

**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's project clearly outlines a plan to improve the performance of principals who are serving in low-performing schools with underserved students. In addition, the applicant provided a plan that trains principals on leading teachers to recognize and overcome social and emotional learning barriers. (e61)

**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 detailed plan that builds the capacity of principals to meet the increased social, emotional, and academic needs of students. More specifically, the applicant's plan prepares principals to lead teachers in recognizing signs of students experiencing trauma, providing early response, and developing extended interventions to address long-term social and emotional needs.

**Weaknesses:**

No weaknesses

**Reader's Score:** 2

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

