

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

Status: Submitted

Last Updated: 09/13/2023 01:33 PM

Technical Review Coversheet

Applicant: Human Restoration Project (S411C230217)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	30	30
Quality of Project Personnel		
1. Project Personnel	10	6
Quality of the Management Plan		
1. Management Plan	10	6
Sub Total	70	62
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	5	5
Competitive Preference Priority 2		
1. Workforce Diversity	2	0
Sub Total	7	5
Total	77	67

Technical Review Form

Panel #11 - EIR Early-Phase - 11: 84.411C

Reader #1: *****

Applicant: Human Restoration Project (S411C230217)

Questions

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factor:

Reader's Score: 20

Sub

1. (1) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies. (20 points)

Strengths:

The applicant adequately describes how the proposed project involves the development strategies are built upon existing strategies (p. e17). The applicant describes intertwining IPBL and PBFDA for this project (p. e141). For example: the project will consist of a cohort of students within a particular grade level that engage in two primary components: (1) interdisciplinary project-based learning (IPBL), creating a hands-on space where students perform standards-aligned projects across all curriculum areas and (2) portfolio-based, feedback-driven assessment (PBFDA), an assessment approach which engages students in self-evaluation rather than traditional letter grades (p. e34).

Weaknesses:

No weakness noted.

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. 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:

Reader's Score: 30

Sub

1. (1) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework. (10 points)

Sub

Strengths:

The applicant describes the project will be using the applicant’s conceptual framework. In 2022-2023, every staff member was trained in Restorative Practices; shifting from a compliance-based mindset for classroom management toward pedagogy that contains elements of IPBL and Design Thinking in lesson planning while differentiating, scaffolding, and accommodating students with IEPs continue to be the primary focuses of staff and administration at OVMS (p. e26). The inquiry-driven school model is based on a well-developed framework for improving student academic and social and emotional well-being by developing an inquiry-driven school model that features interdisciplinary project-based learning and portfolio-based, feedback-driven assessment.

Weaknesses:

No weakness noted.

Reader's Score: 10

2. (2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 points)

Strengths:

The applicant includes a timeline that aligns activities (listed as key intervention components) to outcomes to be achieved by the proposed project. The logic model shows a flow chart that begins with training and development for teachers to coach students and implement interdisciplinary project-based learning (IPBL) curriculum (p. e77).

Weaknesses:

No weakness noted.

Reader's Score: 5

3. (3) 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. (15 points)

Strengths:

The applicant describes the present need for an emphasis on improving social and emotional learning, particularly for middle school students. The applicant reviewed the results of the Gallup survey that was conducted in March 2023 at the Orchard View Middle School (OVMS) for students in grade 5-12. Students responded to 22 survey items in a Gallup Student Poll that measured engagement, hope, belonging, and social and emotional learning elements (p e16). For example: At OVMS, where the Third Coast Learning Collaborative (TCLC) will be developed and evaluated, 73% of student responses indicated that they were either “not engaged” or “actively disengaged” at school (p. e34).

Weaknesses:

No weakness noted.

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factor:

Reader's Score: 6

Sub

1. (1) **The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel. (10 points)**

Strengths:

The applicant describes the qualifications, including relevant training and experience, of key project personnel (p. e29-30). The applicant includes a resume for all key personnel. For example; The Executive Director, Human Restoration Project holds a Master degree in Education with almost a decade of experience working with public schools.

Weaknesses:

The applicant does not clearly describe how the agency encourages applicants for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (p. e30). The applicant does not address the criteria.

Reader's Score: 6

Selection Criteria - Quality of the Management Plan

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

Reader's Score: 6

Sub

1. (1) **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.**

Strengths:

The applicant includes a budget with costs that appear reasonable and needed for the project (p. e127, 128). The budget includes the time commitment for positions. For example: Project Coordinator to be named will devote 50% effort (6 CM) in Years 1-4 and 25% (3 CM) in Year 5 and will support communication among team members, including scheduling and setting up virtual and in person meetings, travel arrangements, meeting logistics, correspondence, and support report writing and budget management.

Weaknesses:

The applicant does not include a job description for all positions needed for the project (p. e121). For example: the applicant does not clearly identify the education and work experience needed for all positions needed for the

Sub

project.

The applicant does not clearly detail the agency's fiscal control. The applicant does not explain how the agency will complete the project within budget implementing fiscal controls with accounting policies and procedures. For example: the applicant simply states the Project Coordinator will make sure reports and compliance paperwork are complete and the person in this role is also in charge of managing the budget.

The applicant does not include a timeline for activities to be achieved by the proposed project that are clearly specified and measurable. The timeline describes that the initial training of teachers will occur Fall 2024 - Spring 2025. This is not clear and measurable as the number of teachers is missing, the timeframe is not precise, and the activity is designated by a department (University of Virginia and Orchard View Middle School) (p. e121) not a person.

Reader's Score: 6

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1:

Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners (up to 5 points)

Under this priority, an applicant must demonstrate how the project will be implemented by or in partnership with one or more of the following entities:

- (a) Community colleges (as defined in the NIA)**
- (b) Historically Black colleges and universities (as defined in the NIA)**
- (c) Tribal Colleges and Universities (as defined in the NIA)**
- (d) Minority-serving institutions (as defined in the NIA)**

Strengths:

The applicant meets the criteria as the applicant will partner with a college. For example: the project will offer teachers to participate in career-driven pathways to learning and certification in partnership with Baker College through this project (p. e28, 147).

Weaknesses:

No weakness noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2:

Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (up to 2 points)

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, through adopting or expanding comprehensive, strategic career

and compensation systems that provide competitive compensation and include opportunities for educators to serve as mentors and instructional coaches, or to take on additional leadership roles and responsibilities for which educators are compensated.

Strengths:

The applicant did not address Competitive Preference Priority 2.

Weaknesses:

No weakness noted.

Reader's Score: 0

Status: Submitted

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Status: Submitted

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Technical Review Coversheet

Applicant: Human Restoration Project (S411C230217)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	30	30
Quality of Project Personnel		
1. Project Personnel	10	5
Quality of the Management Plan		
1. Management Plan	10	8
Sub Total	70	63
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	5	5
Competitive Preference Priority 2		
1. Workforce Diversity	2	0
Sub Total	7	5
Total	77	68

Technical Review Form

Panel #11 - EIR Early-Phase - 11: 84.411C

Reader #2: *****

Applicant: Human Restoration Project (S411C230217)

Questions

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factor:

Reader's Score: 20

Sub

1. (1) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies. (20 points)

Strengths:

The applicant's project is significant in terms of the large number (600) grade six and seven students who will be participating in the Third Coast Learning Collaborative project to increase social emotional and academic learning skills for high-need youth, i.e., from historically marginalized backgrounds, academically deficit, English language learning students, impoverished, and/or students with disabilities (p. e11).

This project, the Human Restoration Project, is creating a school-within-a-school expressly focused on social-emotional health and academic achievement, and it is novel and innovative. While the school-within-a-school concept is not new in the nation, the element of having a smaller school for middle school aged students all with needs of needing greater social-emotional learning (SEL) skills is a novel concept, worthy of attention and EIR funding (p. e11). The innovativeness also extends to having these middle school students in two public middle schools in Michigan receive support from a local community college in their inquiry driven-school or traditional school model while receiving instructional in a new pedagogical approach that centers on student self-direction, hands-on learning, portfolio-based, interdisciplinary project-based learning, all intertwined with SEL (p. e11).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. 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:

Reader's Score: 30

Sub

1. (1) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework. (10 points)

Strengths:

This project is well-grounded in effective research for effective practices in social-emotional well-being and SEL learning by youth. The research is also evident for the project's emphasis on project-based learning, connectedness across the middle school years, encouraging self-directed learning and student-centered practices, addressing higher levels of equity in educational opportunities, and creating system changes, (supporting students' social-emotional well-being and academic achievement, i.e., quality research includes Cervantes, B., Cervantes, L., & Cervantes, K. (2015). "The Impact of Project-Based Learning on Minority Student Achievement: Implications for School Redesign". National Council of Professors of Educational Administration (2022) and research focused on transforming learning environments from Kurtz, H., Lloyd, S., Harwin, A., Chen, V., & Furuya, Y. (2022). "Student Mental Health During the Pandemic: Educator and Teen Perspectives". EdWeek Research Center. Professors of Educational Administration (2022) (pp. e16-e19, e111-e115).

A clear and well-developed logic model and a conceptual framework provide a pattern, alignment, and connection to the project's objectives and goals. This logic model shows the innovative alignment of the project's key intervention components (teachers and students) for training and development and for inquiry-driven lessons; implementation; and proximal- and distal outcomes for students, including increased academic achievement and decreases in behavioral and emotional problems (p. e77). The conceptual framework forms the foundation for the entire social-emotional health and academic -achievement improvement project for the structure of the school-within-a-school (p. e78).

Weaknesses:

No weaknesses noted.

Reader's Score: 10

2. (2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 points)

Strengths:

Three clear and specific project goals are presented, and they provide direction of what the applicant will accomplish in this project, i.e., Goal 2: "Teachers are properly trained to administer the Third Coast Learning Collaborative (TCLC) model with their cohort and trained to sustain other teachers to sustain the TCLC model" (p. e21). Project objectives, outcomes, and performance measures are also well detailed (p. e21).

Numerous project objectives are given and aligned to the project goals. Objectives are measurable, relevant, time-bound, and achievable (pp. e21-e24). A well-aligned objective is Objective 2.2c: "TCLC administrators and leaders will meet bi-weekly to develop, plan, and refine implementation of the assessment model for schools within school(s)" (p. e22).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Sub

- 3. (3) 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. (15 points)**

Strengths:

The design of the overall project implementation is well-formulated to meet the needs of the students in the two middle schools in the Orchard View School District. The approach of assessing the needs of the students early-on in the process of the middle school's redesign in education has led to a whole new system of education in the school with inquiry-driven model of school reform. The project is taking further steps in individualizing the education for its students to include enhanced interdisciplinary project-based learning, a student success coach (position filled with person of color), a youth safety advocate (position filled by person of color), a portfolio-based feedback-driven assessment, the school-within-a-school design, blocks of schedule time for learning, and exploration of career pathways with Middle Vision (pp. e14, e20, e25).

Student and school needs assessments were conducted in the school year 2017-2018 as a result of the middle school being designated by the State for Target Status in regard to lacking sufficient services for the students in special education. Many of the findings from those needs assessments have been utilized in the forming of this project (p. e24).

The needs of the teacher population in the two middle schools are also well-detailed for strategies to increase their classroom management strategies and pedagogy, i.e., enhancing strategies to deliver project-based learning and Design Thinking, differentiating instruction with scaffolding, and better accommodating students with individualized education plans (p. e26).

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factor:**

Reader's Score: 5

Sub

- 1. (1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel. (10 points)**

Strengths:

The applicant lists the key personnel for this project, including professional development lead; professional development partner; chief operating officer for Open Way Learning; chief innovation officer for Open Way Learning; co-investigator for the project; and principal investigator (pp. e80, e90, e119). In addition, a grant manager (Third Coast Learning Collaborative Coordinator) will also serve as a key project personnel position (pp. e29-e30, e121).

Sub

All of the individuals that have already been named to key project positions have high quality education, training in project-relevant fields, and quality career experiences to best serve in their capacities in this project. An example of such quality is noted for the professional development lead and the professional development partner, both of whom have undergraduate teaching degrees in social studies teaching, and one has a master's degree in education. Both have quality career experiences in the field of teaching social studies, and most recently have been developers of the Human Restoration Project and/or the Human-Center Schools Model (pp. e52, e65). With these individuals at the helm of this project, their education and expertise are great benefits to the project and the project's participants.

Weaknesses:

The applicant does not address how it will encourage applications for project positions from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. It is important that a process be in place for such advertising and recruitment of underrepresented individuals in case a project personnel position becomes vacant during this five-year project and specifically for the hiring of the new grant manager for this project (p. e30).

There is ambiguity in the application for how much time some of key project personnel will allocate to this project. In one section of the Budget, it shows two key project positions with very low percentages of project allocation of time, but in another part of the application in the budget Narrative, it shows those same key positions at full time project allocations, i.e., specific to the positions of the two lead project positions of the professional development partner and the project development lead position (pp. e81-e82, e119). It is important to have clarity in the time being allocated for each project position, so that the project will be successfully implemented on time and within budget.

The applicant does not present any job description for the vacant position of project grant manager (Third Coast Learning Collaborative Coordinator) (pp. e29-e30, e121). No minimal project-related education or career experiences are discussed as qualifications for the important project position.

Reader's Score: 5

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the adequacy of resources and quality of the management plan for the proposed project, the Secretary considers the following factors:**

Reader's Score: 8

Sub

- 1. (1) 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.**

Sub

Strengths:

The applicant presents a management plan which demonstrates that it has the key project staff, project timeline for the entire five grant years, and milestones that are tied to project goals which will ensure the project remains on task, within budget, and tasks are performed in a logical manner and on time (pp. e21-e24, e30-e32).

A clear, concise, and logical project management plan is provided with numerous milestone activities, specific quarters/ (seasons) of timing for implementation of milestone, and responsible parties for each milestone (pp. e30-e32). An example of such a clear and complete management plan element is the milestone of “randomly assign students for the study” to be implemented in the Summer 2024 and to be overseen by the project partner, the University of Virginia (p. e30).

Some fiscal accountability for this project’s grant funds and project expenditures is designed for fiscal integrity, i.e., the Third Coast Learning Collaborative Coordinator, will work with the school principal, the project advisory board, and the local school district’s Director of State and Federal Program to oversee some of the fiscal aspects of the grant (pp. e27, e121).

Weaknesses:

The applicant does not have total specificity in providing job descriptions for all the project’s personnel positions. An example is the lack of a full job description for the Third Coast Learning Collaborative Coordinator (p. e121).

Greater information is needed for how the applicant will perform necessary processes in the management of the grant funds and how it plans to coordinate among all project personnel to accurately source their payroll expenses and properly charge them against this grant (pp. e27, e121).

Reader's Score: 8

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1:

Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners (up to 5 points)

Under this priority, an applicant must demonstrate how the project will be implemented by or in partnership with one or more of the following entities:

- (a) Community colleges (as defined in the NIA)**
- (b) Historically Black colleges and universities (as defined in the NIA)**
- (c) Tribal Colleges and Universities (as defined in the NIA)**
- (d) Minority-serving institutions (as defined in the NIA)**

Strengths:

The applicant clearly demonstrates that it will be partnering with one Strengthening Institution Programs (STI)/Title III institution of higher education, Baker College (p. e14). This minority-serving institution of higher education has pledged to provide systemic support to high school students to assist them and direct their pathways to post-secondary opportunities and also to assist the high schools in implementing their project-based learning initiative in this project (pp. e28, e74).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2:

**Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning
(up to 2 points)**

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, through adopting or expanding comprehensive, strategic career and compensation systems that provide competitive compensation and include opportunities for educators to serve as mentors and instructional coaches, or to take on additional leadership roles and responsibilities for which educators are compensated.

Strengths:

The applicant did not apply for Competitive Preference Priority 2.

Weaknesses:

The applicant did not apply for Competitive Preference Priority 2.

Reader's Score: 0

Status: Submitted

Last Updated: 09/12/2023 08:16 PM

Status: Submitted

Last Updated: 09/14/2023 06:43 PM

Technical Review Coversheet

Applicant: Human Restoration Project (S411C230217)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	30	30
Quality of Project Personnel		
1. Project Personnel	10	6
Quality of the Management Plan		
1. Management Plan	10	8
Sub Total	70	64
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	5	5
Competitive Preference Priority 2		
1. Workforce Diversity	2	0
Sub Total	7	5
Total	77	69

Technical Review Form

Panel #11 - EIR Early-Phase - 11: 84.411C

Reader #3: *****

Applicant: Human Restoration Project (S411C230217)

Questions

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factor:

Reader's Score: 20

Sub

1. (1) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies. (20 points)

Strengths:

The applicant proposes a unique and theoretically sound project that aims to create a "school within a school" model in two middle schools in order to set up an experimental design with a control group and a treatment group for each school. The applicant plans to implement interdisciplinary project-based learning and portfolio-based feedback-driven assessment, with a hypothesis that such an approach will lead to improved student mental health and well-being, and student engagement and curiosity (p. e15). The project builds upon research demonstrating the effectiveness of such approaches, with a unique project design that enables a holistic approach for a subset of students in two different middle schools.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. 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:

Reader's Score: 30

Sub

1. (1) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework. (10 points)

Sub

Strengths:

The applicant includes a strong conceptual framework, rooted in interdisciplinary project-based learning and portfolio-based feedback-driven assessment (p. e20). The applicant cites peer-reviewed research that demonstrates that project-based learning is associated with “increased academic outcomes and interest in all subject areas,” and research showing that portfolio-based feedback leads to improved social-emotional health, in contrast to traditional grading which often leads to symptom such as anxiety (p. e19). Additionally, the applicant has a theoretically sound approach to their intervention, setting up a RCT design for their school-within-a-school model.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

2. (2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 points)

Strengths:

The applicant has a set of three overarching goals with a set of aligned objectives, as well as an associated set of benchmarks and goals for improvement (p. e21-24). For example, objective 1.3 is to “enroll and educate 375 students in the TCLC model, starting with 6th grade and expanding to 7th grade,” demonstrating a specific and measurable objective, indicative of the specificity and measurability of the overall set of objectives described by the applicant (p. e21).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

3. (3) 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. (15 points)

Strengths:

The applicant demonstrates a clear understanding of the specific needs of the target population and proposes a project that will address these needs. The applicant describes the population of students in OVSD from a demographic standpoint, including changes in the past two decades. They build on a previous needs assessment by including data from the impact of the COVID-19 pandemic on students. Additionally, the applicant describes the shortcomings of traditional pedagogical approaches and explains how the conditions in the district have aligned to enable this intervention (p. e24-26).

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factor:**

Reader's Score: 6

Sub

1. (1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel. (10 points)

Strengths:

The applicant describes a sound and competent set of personnel to lead this project. First, the applicant includes the two leaders of the non-profit organization charged with leading the implementation of the intervention. Additionally, the applicant describes the roles of key personnel in the school district, including district leadership and school-based personnel. And finally, the applicant describes the qualifications of the personnel responsible for conducting the project evaluation (p. e26-e29).

Weaknesses:

The applicant does not provide any details on its plan to encourage applications for employment from members of historically underrepresented groups (p. e30).

Reader's Score: 6

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the adequacy of resources and quality of the management plan for the proposed project, the Secretary considers the following factors:

Reader's Score: 8

Sub

1. (1) 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.

Strengths:

The applicant has a fairly clear management plan, anchored in a description of the project leadership and advisory elements, as well as a set of program benchmarks, listed by year and attached to clear timelines (p. e30-32). The applicant also specifies the personnel responsible for executing each activity. For example, in the Spring of 2024, the applicant proposes to hire staff that will be needed for the upcoming year and secure IRB approval (p. e30).

Weaknesses:

The applicant is missing some of the job descriptions for the roles required for this project. For example, there is no description for the specific roles and responsibilities of the grants manager (p. e29). Additionally, the applicant is missing key details to ensure the appropriate fiscal controls exist in the project and that there are trained personnel overseeing the appropriate relevant processes.

Sub

Reader's Score: 8

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1:

Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners (up to 5 points)

Under this priority, an applicant must demonstrate how the project will be implemented by or in partnership with one or more of the following entities:

- (a) Community colleges (as defined in the NIA)
- (b) Historically Black colleges and universities (as defined in the NIA)
- (c) Tribal Colleges and Universities (as defined in the NIA)
- (d) Minority-serving institutions (as defined in the NIA)

Strengths:

The applicant plans to work with Baker College to implement key components of the project. For instance, the College will offer career-driven pathways to learning and certification (p. e18) as well as offering enrichment opportunities for students in the treatment group (p. e28).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2:

Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (up to 2 points)

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, through adopting or expanding comprehensive, strategic career and compensation systems that provide competitive compensation and include opportunities for educators to serve as mentors and instructional coaches, or to take on additional leadership roles and responsibilities for which educators are compensated.

Strengths:

Not addressed by applicant.

Weaknesses:

Not addressed by applicant.

Reader's Score: 0

Status: Submitted

Last Updated: 09/14/2023 06:43 PM

Status: Submitted

Last Updated: 09/29/2023 09:31 AM

Technical Review Coversheet

Applicant: Human Restoration Project (S411C230217)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Project Evaluation		
1. Project Evaluation	30	19
Sub Total	30	19
Total	30	19

Technical Review Form

Panel #9 - Early-phase Tier II Panel - 9: 84.411C

Reader #1: *****

Applicant: Human Restoration Project (S411C230217)

Questions

Selection Criteria - Quality of the Project Evaluation

1. 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:

Reader's Score: 19

Sub

1. (1) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse standards with or without reservations as described in the What Works Clearinghouse Handbook (as defined in this notice). (20 points)

Strengths:

The evaluation plan includes a randomized design that seeks to provide evidence that will meet the What Works Clearinghouse (WWC) standards without reservations (page e33). The plan will include both a review of the implementation process as well as a review of the impact the services have on participants. The plan includes an independent evaluation by the University of Virginia, an organization that has extensive experience assessing similar projects. The plan will focus on the two middle schools participating in the project with a focus on 6th grade students attending both schools. The sample for the pilot project will be randomly selected students (150) from the inquiry driven school model and 150 will be selected from schools using a traditional school model. The actual project will include 440 students in the 6th grade that will assess elementary effects (page e35). The evaluation will appropriately include a power analysis. The applicant provides an extensive timeline that identifies the specific activities in the project and in the evaluation plan that will enable them to maintain the fidelity of the implementation.

Weaknesses:

The applicant indicates that it is expected to have a low attrition rate without providing any rationale for such a decision. It is unclear what the project will do if there is either a high or low attrition rate. It is also unclear if the project will provide any incentives or other process to ensure that teachers stay engaged and maintain their participation (page e103). In addition, the applicant does not address the issue of potential bias in a random control design that may occur as a result of changes in attrition. It is also unclear if the applicant is doing a partial or full intervention. The resume of the proposed evaluator (page e42) does not include any experience with the WWC standards or projects addressing those standards.

Reader's Score: 13

2. (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Sub

Strengths:

The applicant indicates that the project will have an ongoing review in order to update and alter any aspect of the project (page e102). Specifically, the applicant will review activities regularly (e.g. annually) and update the project as necessary based on feedback. This may involve changes to the model or other relevant components of the project.

Weaknesses:

It is unclear from the information provided if there is sufficient formative feedback throughout the year to ensure that the project is functioning effectively and with fidelity. The process of reviewing activities on a monthly, quarterly, or semester basis would provide real time information in order to periodically assess if the project is moving toward achieving its intended outcomes.

Reader's Score: 2

3. (3) The extent to which the evaluation plan clearly articulates the key project components, mediators, and outcomes, as well as a measurable threshold for acceptable implementation. (5 points)

Strengths:

The applicant addresses the rationale for the project using a logic model that illustrates the overall process of the inquiry driven school model (page e77). The logic model identifies the key intervention components, the implementation activities, and the anticipated outcomes. The logic model also provides an explanation of such key factors as the quality of teachers, peer relationships, student psychological needs for motivation, and student engagement learning as mediating factors (page e103). The model generally illustrates how the various components interact to achieve the outcomes.

Weaknesses:

The logic model lacks specific numbers and percentages of increased achievement and psychological well-being as well as the projected decreases in absenteeism and behavioral problems. As a result, it is difficult to determine if the project has identified measurable thresholds for acceptable implementation.

Reader's Score: 4

Status: Submitted
Last Updated: 09/29/2023 09:31 AM

Status: Submitted

Last Updated: 09/29/2023 10:24 AM

Technical Review Coversheet

Applicant: Human Restoration Project (S411C230217)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Project Evaluation		
1. Project Evaluation	30	19
Sub Total	30	19
Total	30	19

Technical Review Form

Panel #9 - Early-phase Tier II Panel - 9: 84.411C

Reader #2: *****

Applicant: Human Restoration Project (S411C230217)

Questions

Selection Criteria - Quality of the Project Evaluation

1. 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:

Reader's Score: 19

Sub

1. (1) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse standards with or without reservations as described in the What Works Clearinghouse Handbook (as defined in this notice). (20 points)

Strengths:

The applicant will work with a University of Virginia researcher as an external evaluator to conduct a very good impact study that has some potential to meet the What Works Clearinghouse (WWC) standards without reservations. (pgs. e33) The proposed evaluation is a randomized assignment of 6th grade students to one of two "school-within-school" models looking at the effects of the intervention on student engagement, teacher-student and peer relationships, student achievement, attendance, well-being, and emotional and behavioral problems. (pg. e33) The randomization will include 440 students in 2 middle schools in western Michigan with controls for cross-contamination, such as teacher scheduling and curriculum. (pg. e34) The presented power analysis indicates that the sample sizes proposed will yield results to detect effect sizes of 0.17. (pg. e35)

Weaknesses:

Attrition and bias are the main threats to a randomized controlled trial (RCT). The applicant does not address the issue of how to control for attrition or if there is high attrition to ensure that the study will meet WWC standards. The descriptions and resumes of the identified evaluators (pgs. e42-e49) do not provide evidence of knowledge or experience with the WWC standards which might impede the study being able to meet those standards. There is no mention of the human research subjects' forms at the beginning of the application.

Reader's Score: 13

2. (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Strengths:

The applicant states that the tool and threshold will be reviewed regularly and updated as necessary. (pg. e102) Additionally, the applicant states to conduct a pilot which should provide feedback on the effects of the intervention. (pg. e35)

Sub

Weaknesses:

The applicant provides minimal methods of evaluation that are aimed toward performance feedback and periodic assessment. There is no mention of the frequency and analysis that will be conducted and presented to the leadership team in order to make adjustments to the intervention to ensure progress toward program outcomes.

Reader's Score: 2

3. (3) The extent to which the evaluation plan clearly articulates the key project components, mediators, and outcomes, as well as a measurable threshold for acceptable implementation. (5 points)

Strengths:

The applicant identified the key project components, mediating variables, and outcomes within the narrative and in Appendix J. (pgs. e36-37, e96-e98) The applicant presents co-variates, such as teacher and student demographic characteristics, as well as detailed student outcomes, such as student achievement and discipline data, student relationship data with teachers and peers, student well-being, and student social-emotional and behavioral issues. (pgs. e96-97)

Weaknesses:

While fidelity thresholds are not presented in detail, the applicant describes how the threshold will be established in the first year of the intervention. (pg. e98)

Reader's Score: 4

Status: Submitted
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