

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

Status: Submitted

Last Updated: 09/13/2023 03:57 PM

Technical Review Coversheet

Applicant: Village of Wisdom, Inc. (S411C230230)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	30	27
Quality of Project Personnel		
1. Project Personnel	10	9
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 #13 - EIR Early-Phase - 13: 84.411C

Reader #1: *****

Applicant: Village of Wisdom, Inc. (S411C230230)

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:

Applicant thoroughly addresses this absolute priority to develop and support educator and school capacity to support Social and Emotional Learning (SEL), and they clearly identify conditions in the learning environment (for example, high suspension rates for Black students) that may negatively impact their social, emotional and academic outcomes. Applicant presents a comprehensive review of research that demonstrates the promising effect of culturally-affirming classroom experience on SEL outcomes. They clearly identify the gaps in the research, and propose an innovative approach that builds the dual capacity of teachers and parents to positively impact Black students' social, emotional, and academic growth. Applicant makes a well-constructed argument that culturally-affirming classroom experiences through partnerships with parents who have deep cultural expertise will address a significant need to create learning spaces that are supportive, positive, identity-safe and inclusive.

Weaknesses:

none 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: 27

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 Project Design clearly demonstrates how the Applicant will address both absolute priorities and the competitive preference priority (e94). All outcomes in the Logic Model include very clear benchmarks, for example, an intermediate outcome specifies that 70% of parents will increase self-efficacy beliefs toward working with teachers in co-creating culturally affirming learning and instruction. Long-term outcomes are well-organized in terms of protocols and toolkits, student achievement, and parent/teacher partnerships. Applicant includes a creative, ambitious plan to disseminate and scale, utilizing partnerships – for example, they propose a systems reform via innovative credentialing models (e33).

Weaknesses:

It is not clear which activity in the Project Design produces the 20 Black Parents who provide coaching and feedback to teachers. While selection criteria for Site Schools, Teachers and Students is explained (Table 2, e29), the parent selection process is not clearly identified.

Reader's Score: 9

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:

Goals, objectives, and outcomes to be achieved for the final two years of the project are specified and measurable. Goals are tightly aligned with performance measures and objectives. For example, Applicant's objective to increase teachers' self-efficacy beliefs toward CALE includes a project measure that 70% of participating teachers increase use of culturally affirming learning and instruction by 30%.

Weaknesses:

The Applicant does not outline goals and objectives for the first three years of the project period. They do not specify objectives for refinement of the approach. For example, Applicant proposes to refine their approach, but it is not sufficiently clear how they will iterate, test, and measure the approach.

Reader's Score: 3

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 project is thoughtfully designed to address the social emotional learning needs of Black students. They have considered the needs of teachers, who seek expertise and guidance to better understand Black students' academic and cultural strengths, and of Black parents, who often experience exclusion from their children's educational settings (e25). This project is exceptionally structured to address the needs of teachers, Black students, and their families. They demonstrate a keen awareness of the needs (for example, lower proficiency in math and reading, decreased participation in advanced and gifted programs, and higher chronic absenteeism) and attributes (such as intellectual curiosity) of the target population and have identified activities (for example, Black parent engagement) appropriate to the target group. Applicant specifies the target group of students is in grades 3-8.

Weaknesses:

none 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: 9

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:

Applicant describes a staff and board roster that is robustly representative of underrepresented groups. The qualifications of all identified staff are highly relevant to their positions and roles, including key individuals from the advisory group (SEL expert from WSSU) and Evaluation team.

Weaknesses:

Applicant does not specify a plan to recruit employees from underrepresented groups in the event a job vacancy occurs in the project.

Reader's Score: 9

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:

Applicant clearly identifies the key components to achieve the project objectives related to developing teacher and parent cohorts.

They identify in the Personnel section that the Project Lead and Senior Project Manager are charged with ensuring project activities and goals are achieved and according to the timeline, and the Finance Lead is identified as responsible for monitoring the budget.

Applicant includes dissemination activities in Phase 4 and demonstrates outstanding support through partners' letters of commitment.

Sub

Weaknesses:

Applicant does not provide sufficient detail about the student intervention timeline. It is not clear when student data is collected. Although Table 4 (e41) indicates “participants” for each phase, the plan lacks specificity about who has primary responsibility for phase.

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:

Applicant identifies WSSU, a HBCU institution, as playing a crucial role as a key partner that will provide SEL expertise and research leadership to the project. The Implementer, Village of Wisdom, has demonstrated a strong commitment through this project to promote student equity.

Weaknesses:

none 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 applicable

Weaknesses:

not applicable

Reader's Score: **0**

Status: Submitted

Last Updated: 09/13/2023 03:57 PM

Status: Submitted

Last Updated: 09/14/2023 04:54 PM

Technical Review Coversheet

Applicant: Village of Wisdom, Inc. (S411C230230)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	30	29
Quality of Project Personnel		
1. Project Personnel	10	9
Quality of the Management Plan		
1. Management Plan	10	8
Sub Total	70	66
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	71

Technical Review Form

Panel #13 - EIR Early-Phase - 13: 84.411C

Reader #2: *****

Applicant: Village of Wisdom, Inc. (S411C230230)

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 provides an evidence-informed, research-based framework that is rooted in school climate, SEL growth, and academic achievement. The project intends to act as a response to COVID regarding the racial academic divide and focuses on the parent-teacher relationship to improve student outcomes. While the idea of parent involvement seems obvious and assumed, the applicant suggests that teachers require more specific training and black families need guidance to overcome negative school experiences (e25). The applicant's CALEs framework is innovative in the way it uses the expertise of black parents to build trusting relationships and support educators' capacity to respond to black students' SEL and academic needs through professional development and a teacher-parent residency program (e16-17; e27). The applicant describes WWC research (e26) regarding parent-teacher intervention as unidirectional and lacking in scalable approaches for schools with predominantly black students in underserved communities. The applicant intends to address this need by building on promising strategies to spark systemic change and improve SEL and academic outcomes. The applicant intends to build on its current program to improve SEL outcomes and expand the scalability of their model to reach more school and teachers in both rural and urban settings (e.27-28)

Weaknesses:

There were no noted weaknesses.

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: 29

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:

The applicant provides research to solidify the projects design in Dual-Capacity Building Framework to address barriers to successful parent-teacher partnerships (e28). Additionally, the CALEs framework of informed instruction and parent-teacher collaboration will work together in the design of this project to form the That's Just Good Teaching Program. The project is designed to further develop this model and expand evidence that these interventions improve students' SEL skills and academic outcomes (e29). Table 2 (e29-30) demonstrates the applicant's school selection criteria and the intent to reach 7-10 schools including at least three rural schools. The project design includes two cohorts of 25 teachers each who will participate in a 12-week immersive workshop in year one and a year-long residency that brings parents and teachers together to improve instruction. Year three includes a 10-month immersive learning experience focused on building a community of practice and will result in the creation of video lessons and best practices (e31). Table 3 (e31) shows how key innovations of the TJGT Program will address identified barriers. The applicant additionally provides a plan to expand capacity to scale, finance, and sustain their work beyond the grant period (e32). The included logic model (e94) is well thought out and includes inputs, activities, output and outcomes all related to their overarching goal of improving SEL and academic development of black students.

Weaknesses:

There were no noted weaknesses.

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 goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. The applicant includes specific goals related to SEL and academic outcomes. The included performance measures clearly showing how the applicant will measure the success of the program. For example, GOAL 1: Increase the number of high-need students, especially Black students, in culturally affirming instructional climates who exhibit more positive SEL and academic outcomes. Objective 1.1. End of year 4 - 5,100+ TJGT students perceive the instructional climate as more culturally affirming compared to students in non-participating classrooms.

Weaknesses:

There were no specific goals and objectives specifically measuring project components for the first three years of the program. There were also no objectives for measurement of refining the approach over time.

Reader's Score: 4

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 clearly has a focused intended target population and has adequately demonstrated both the need and how they will address the needs of that population. This will be accomplished through their approach which partners with Black parents and a rigorous review and integration of evidence-based practices for delivering and implementing culturally affirming learning, instruction and transforming school climates. The applicant notes lower proficiency in math and reading, decreased participation in advanced and gifted programs, and higher chronic

Sub

absenteeism for Black students as well as additional learning gaps created because of COVID as significant needs (e35). The applicant recognizes that Black parent expertise is essential to creating culturally affirming learning environments and has created a proposed project to address this need.

Weaknesses:

There were not noted weaknesses.

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: 9

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 clearly demonstrates a commitment to employment from persons who are members of groups that have traditionally been underrepresented. They have shown their commitment to the project and their ability to manage large scale projects citing multiple multi-million dollar grants and successful research validation studies (e36). Their personnel commitment of time seems adequate to complete the project with a Sr. project manager and School partnership/PD lead devoting 100% of their time to this project, and multiple additional personnel assigned at varying degrees to oversee or run programming. They also include a research advisor, research facilitator, program development team and an external evaluator for the program who appear to have the relevant training and experience necessary to complete the tasks at hand. The applicant has partnered with Jobs for the Future Fund (JFF) and Center for Racial Equity in Education (CREED) to create a credentialing/certificate program for teacher participants. Resumes of key project personnel are provided and relevant experiences are documented.

Weaknesses:

While the applicant clearly demonstrates a commitment to employment from persons who are members of groups that have traditionally been underrepresented, they have not provided a plan for the employment of new hires.

Reader's Score: 9

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 provides a management plan to achieve the project objectives on time and within the proposed budget. Dr. Dawn X. Henderson (.25 FTE), will oversee all project deliverables, staff, consultants and the timeline and ensure the goals of this project are effectively completed, and Kelly Hall will be the full time daily project manager. The applicant plans to develop a shared detailed, weekly timeline/work plan in the first month of this project.

Weaknesses:

The table (e40) identifies project phases, milestones and time points, but only includes 2 of the 4 phases. Table 4 (e41) illustrates the timeline with relevant responsibilities and measures, but is not specific in details and the milestones listed read more like tasks. It is unclear as to who is specifically responsible for each activity.

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 explaining their partnership with Winston-Salem State University a HBCU and includes ample evidence of involvement, support and commitment. For example, Dr. Griffin will lead the SEL and research advisory group at Winston-Salem State University where she is a professor, Griffin leads the Minority Academic Achievement and Development (M.A.A.D.) Research Lab and has an extensive and relevant background. Additionally, WSSU has provided an adequate letter of support and commitment.

Weaknesses:

There were no noted weaknesses.

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:

NA

Weaknesses:

NA

Reader's Score: 0

Status: Submitted
Last Updated: 09/14/2023 04:54 PM

Status: Submitted

Last Updated: 09/14/2023 09:23 AM

Technical Review Coversheet

Applicant: Village of Wisdom, Inc. (S411C230230)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	30	29
Quality of Project Personnel		
1. Project Personnel	10	9
Quality of the Management Plan		
1. Management Plan	10	7
Sub Total	70	65
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	70

Technical Review Form

Panel #13 - EIR Early-Phase - 13: 84.411C

Reader #3: *****

Applicant: Village of Wisdom, Inc. (S411C230230)

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 Village of Wisdom (VOW), That's Just Good Teaching (TJGT) Program, clearly outlines promising new strategies that position Black parents, working in partnership with teachers to build capacity for culturally affirming learning and instruction which will increase positive school experiences for Black students' and build their SEL skills (E22). The TJGT was developed using research and evidence informed strategies, to create Culturally Affirming Learning Environment (CALE), as the foundation to bring Black parents and teachers together as partners in schools across urban and rural schools and districts to transform classrooms for high-need and Black students (E22). The core of TJGT is that too many programs and initiatives designed to address supporting Black children are superficial and if the root cause is not accurately identified then solutions identified are likely to be ineffective.

The applicant outlines the need for this program as research shows teachers do not feel they have adequate training and skills to respond to the racial and cultural diversity of students' SEL and academic needs (E23). The critical need for a program that addresses the SEL and academic needs for Black children is demonstrated through further data that shows increased exposure to racial discrimination, harsh discipline, limited access to high quality teachers, and attending underresourced schools. The applicant demonstrates evidence to focus on meeting the unique cultural needs of Black students through further data that showed Black students were 6.1 times more likely to be suspended than white students and 44% of students identified as Black yet made up 72% of out-of-school suspensions. The applicant further expands on research on the importance of this project by demonstrating how Black students report they do not feel like their schools are safe and are less caring, which can lead to negative social emotional and academic outcomes.

Extensive connections, research, and details to SEL were outlined throughout the application. The applicant addresses a frequent criticism that SEL is unable to meet the needs of Black students by providing a thorough explanation on how Black students have to use their cognitive resources to manage daily interactions and environments, therefore, limiting the cognitive capacity for Black students to engage SEL and academic skills such as self-awareness, memory, motivation, concentration (E23-24).

The applicant demonstrates substantive knowledge around SEL, including CASEL's Transformative SEL (tSEL) which supports the projects foundation that the teacher-parent partnership as an essential driver to changing learning and school climates (E24). The project seeks to take this evidence even further by creating authentic

Sub

parent-teacher partnerships leveraging Black parents' deep cultural expertise the TJGT program seeks to build the capacity of teachers to implement culturally affirming learning and instruction in their classrooms and to move students from growth to achieving more positive SEL and academic outcomes.

The applicant included a WWC review of similar programs and identified one model that had similar goals to improve culturally responsive practices for the target population, however the student demographics of the school (2% Black and not low income) differed significantly from this project (E26).

The applicant outlines the promising potential of the program through evidence on VOW to date which shows that students have improved academics, increased attendance, and lowered suspension rates for students in classrooms using all six of the VOW CALE framework components. In addition, students, parents, and teachers reported better SEL outcomes (E26-27).

The applicant and their partners (including an HBCU) seek to make a significant contribution to the field of research and address gaps in the literature on black students SEL by transforming learning environments through culturally affirming instruction and building the dual capacity of teachers and parents to reimagine their relationship through a teacher-parent residency to support the SEL of Black students and improve academic outcomes (E27).

Weaknesses:

None

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: 29

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:

The applicant clearly describes how this project will expand and replicate pilots launched and tested by VOW which were featured as a promising model in CASEL's 2023 report on authentic school-family partnerships. The program has four thoroughly explained components that will impact 5,100 students and advance scalability for the future (E27).

TGJT includes extensive details and a research basis for the conceptual framework for the program which includes the Dual Capacity-Building Framework for Family-School Partnerships and the CALE Framework and how they linked the five elements of Dual Capacity Framework to the three Key Innovations of the TGJT program (E28).

Detailed logic model included that aligns to narrative and graphs (E94) further explaining metrics.

Sub

Weaknesses:

None

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 clearly articulates four goals, seven objectives and 12 measurements (E34-35). Two of the four goals focus and hone in on building capacity of teacher/parent relationships to impact the goal centered on improving classroom culture to improve student SEL outcomes.

The applicant speaks specifically to how they plan on scaling the project in four ways, deep scaling, wide scaling, systems reform using credentialing, and digital access to validated culturally affirming strategies (E32-33). The applicant is clearly looking at the the potential impact of this program in the future with the scaling outlined and continuing to utilize HBCU partners in this process. They have outlined a creative opportunity for schools of education to identify and create potential alternative credentialing programs and cross institute certificates that teachers can earn by completing the one year residency.

Weaknesses:

It is unclear how the project will be making specific and measurable progress towards goals over the course of time as the goals and objectives only indicate completion at the end of of year four.

Reader's Score: 4

- 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:

This project is designed to meet the needs of the target population of high need black students and includes extensive details and support on how the implementation will support this student group.

Research on the importance and prioritizing of parental engagement as part of education reforms, however, black families have been underutilized and less engaged compared to peers (E35). The applicant goes on to describe how the organization has leveraged Black parent wisdom and knowledge to develop an evidence and research-based framework that is the basis for this project and includes culturally affirming learning that is integrated into instructional strategies for school and home environments, as well as developed an assessment that measures students' perceptions of the instructional climate of schools (E36).

Weaknesses:

None.

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: 9

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 shares that 100% of VOW staff are Black (E36) with a wide depth of lived experience they bring to the organization. Project staff have outstanding academic credentials as well as extensive experience in leadership, education, evaluation, parent engagement, project management, culturally affirming education, financial management and SEL.

Weaknesses:

It is not clear how the organization and project will encourage applications from all underrepresented groups.

Reader's Score: 9

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: 7

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 describes in great detail how they will operationalize the project using collaborative meetings and project management software to share and monitor project deliverables including the budget (E39-40).

The project has a clear leader responsible for the overall management of the grant, Dr. Dawn X. Henderson, who will work in close collaboration with a dedicated full time Sr. Project Manager who will ensure that the day-to-day operations of the project are on time and task as well as coordinating communication with multiple organizations to support the success of the program (E37, E39).

Weaknesses:

While there is a program management plan that outlines four phases of the project with quarterly timelines, participants and milestones, the application is vague on the specific details of each phase and who is responsible for those specific project components. The application outlines participants, however, it is unclear who the

Sub

responsible person for each activity, milestone, or project deliverable. There are some further details outlined in a table for the recruitment phase of the project (E40), although it is not clear how the dates included in this table align with the 5 Year TJGT Timeline.

Reader's Score: 7

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:

Winston-Salem State University is an HBCU and is a partner as an expert research advisor for the project.

Weaknesses:

None.

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:

n/a

Weaknesses:

n/a

Reader's Score: 0

Status: Submitted

Last Updated: 09/14/2023 09:23 AM

Status: Submitted

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

Technical Review Coversheet

Applicant: Village of Wisdom, Inc. (S411C230230)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Project Evaluation		
1. Project Evaluation	30	22
Sub Total	30	22
Total	30	22

Technical Review Form

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

Reader #1: *****

Applicant: Village of Wisdom, Inc. (S411C230230)

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: 22

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 provided by the applicant seeks to generate evidence that meets the What Works Clearinghouse (WWC) standards with reservations (page e42). The applicant indicates it will use an independent evaluator (ICF) that has served as a subcontractor to the WWC between 2002 and 2016. Using a quasi experimental design, the applicant will compare student outcomes among 50 classrooms of each group of teachers who participated in the project and each group of teachers who did not participate. The plan will use approximately 25 treatment teachers and 25 comparison teachers as their sample. The proposed project will include 2480 students over a two year period. In creating the comparison groups, the applicant indicates it will use a propensity scoring matching process. In addition, the applicant will establish baseline equivalence between the treatment and the comparison groups in years two and four. The applicant will gather data from a survey assessing students perception of the classroom instructional climate as well as use data gathered through a computer program that will compute mean scores in math, reading, and English language arts. The evaluation plan also uses a graphic that identifies key impact evaluation questions, data sources, and a timeline for the collection of data over the life of the grant. The evaluation plan includes an external evaluator, ICF Incorporated, an organization that has extensive experience in assessing similar size projects in education.

Weaknesses:

The applicant does not provide a clear description of the overall analytics that will be applied to the project and the data that is collected. It is unclear what specific statistical applications will be applied to the treatment and comparison groups of teachers. In addition, it is also unclear how the report card data will be organized and assessed in order to develop an objective analysis of data. It is also unclear how the test data from the state assessments will be used in conjunction with the measurement of the objectives of the project. The applicant also indicates that it will only establish baseline at the end of year 2 (page e43). In addition, it is unclear if the evaluator (page e38) has recent experience with WWC standards.

Reader's Score: 13

Sub

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 indicates that the external evaluator will provide ongoing updates to the program directors throughout the academic year (page e45). These updates will be brief reports summarizing the collected data. The applicant will also have an annual report at the end of each year with recommendations for the next cohort.

Weaknesses:

The applicant does not provide a time schedule for the ongoing updates to program directors. It is beneficial that the other stakeholders have information concerning the program so they can provide feedback and assistance in adjusting ongoing activities on a monthly, quarterly, or semester basis.

Reader's Score: 4

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 provides a logic model that identifies inputs, processes, activities, and anticipated outcomes (page e100). Included in the model is the goal to improve social and emotional learning as well as academic development. The model illustrates how the various activities interact with each other to attain the anticipated outcomes. The outcomes include specific numbers of teachers and students who will participate. In addition, the applicant notes mediating variables include the extent to which teachers perceive negative or positive teacher parent relationships as well as the positive attitudes which students and parents have toward the instructional school climate. The applicant also notes that the threshold for high fidelity will be at a level of 80% or greater to determine whether the project meets its fidelity of implementation threshold.

Weaknesses:

No weakness found.

Reader's Score: 5

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

Status: Submitted

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

Technical Review Coversheet

Applicant: Village of Wisdom, Inc. (S411C230230)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Project Evaluation		
1. Project Evaluation	30	22
Sub Total	30	22
Total	30	22

Technical Review Form

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

Reader #2: *****

Applicant: Village of Wisdom, Inc. (S411C230230)

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: 22

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 has retained the evaluation services of ICF, Inc. to conduct a quasi-experimental design (QED) study that has the potential to meet the What Works Clearinghouse (WWC) standards with reservations. (pg. e43) ICF has been conducting WWC evaluations for other grant competitions. The evaluation will consist of 240 3rd-5th grade students per school and 1,040 6th-8th grade students per school. (pg. e9) 50 teachers will also be recruited to participate in the evaluation with 25 selected for the intervention and 25 for the comparison group. (pg. e10) Propensity score matching (PSM) on variables, such as race/ethnicity, gender, free/reduced lunch status, and per-test achievement, will be used to identify control group students to intervention students. (pg. e43) Student academic achievement outcomes will be measured on the North Carolina Math and Reading/ELA End of Grade Assessments (NC EOG), which is an approved standard assessment. (pg. e43-44)

Weaknesses:

It is unclear why the baseline equivalence will only be established between the comparison and treatment groups until the end of Year 2 and Year 4. (pg. e43) This is a very risky delay if adjustments or covariates are needed to establish equivalence. The applicant does not indicate the analytic model to be used for this evaluation study. The applicant does not present the evaluator's resumes which would provide recent and up-to-date evidence of WWC standards supporting the study's evaluation.

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 presents details to support a very good performance feedback and periodic assessment of the proposed project. Data sources are presented which will be used to provide program adjustments and inform mid-project decision-making. (pg. e44) The evaluator will provide ongoing updates to program directors with annual formal reports after each year. (pg. e45)

Sub

Weaknesses:

Formative feedback should be provided on a more frequent basis to fully provide ongoing project adjustments in periodic assessments. (pg. e45)

Reader's Score: 4

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 presents a clear evaluation plan that outlines the key project, mediators, and outcomes. (pg. e48) The project logic model in Appendix J also presents information about the project's key components and outcomes, such as NC End of Grade (NC EOG) scores, annual grades in math and English, social emotional learning scale scores, and classroom climate. (pg. e48) The mediation variables are described as teacher perception of teacher-parent relationships, attitudes towards school culture, and teacher completion of intervention activities. (pg. e48) The applicant presents a power analysis that states that 50 teachers will be large enough to detect effect sizes of 0.258.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

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