

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

Status: Submitted

Last Updated: 05/06/2022 03:14 PM

## Technical Review Coversheet

Applicant: The EdVenture Group, Inc. (S310A220010)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Project Design	25	25
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	15
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	20	20
<b>Sub Total</b>	<b>80</b>	<b>80</b>
<b>Priority Questions</b>		
<b>Competitive Preference Priority 2</b>		
<b>Competitive Preference Priority 2</b>		
1. CPP2	3	3
<b>Sub Total</b>	<b>3</b>	<b>3</b>
<b>Competitive Preference Priority 3</b>		
<b>Competitive Preference Priority 3</b>		
1. CPP3	3	3
<b>Sub Total</b>	<b>3</b>	<b>3</b>
<b>Competitive Preference Priority 4</b>		
<b>Competitive Preference Priority 4</b>		
1. CPP4	3	3
<b>Sub Total</b>	<b>3</b>	<b>3</b>
<b>Total</b>	<b>89</b>	<b>89</b>

# Technical Review Form

Panel #4 - SFEC Tier 1 Panel - 4: 84.310A

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

Applicant: The EdVenture Group, Inc. (S310A220010)

## Questions

### Selection Criteria - Quality of Project Design

#### 1. A. Quality of the Project Design (up to 25 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--

- (1) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
- (2) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.
- (3) 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.

#### Strengths:

- (1) The applicant effectively demonstrated that the proposed project has been developed utilizing the conceptual framework of the Dual Capacity-Building for Family-School Partnerships as the primary conceptual framework for to model their programming. For example, the project and the core partners, and schools in 55 counties across the state will receive training and technical assistance grounded in the Dual Capacity-Building Framework for Family-School Partnerships in which families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in school. (pgs. 4-7)
- (2) The applicant provided clear evidence that the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practices. For example, the applicant indicated that through a 2021 survey of the West Virginia Superintendent's Education Advisory Team, members reported that the third most prevalent issue facing public education was engaging, supporting, and being supported by parents/families and school communities. The report cited concerns about what they saw as a families' lack of support for education and students' unstable family situations as detrimental to children's education and stated a need to engage families and communities in more meaningful ways. (pgs. 7-9) As a result, the applicant indicated that the proposed project is grounded in the evidence-based research that an inclusive family-school environment creates a culture of learners that involve families and the school community in meaningful contributions to improve the educational results of its students. Through partnerships and cross-agency coordination of the Family Engagement TSC, the achievement gap could also be lessened among students and families experiencing poverty and/or addiction related stressors. (pgs. 9-12)
- (3) The applicant adequately demonstrated that the proposed project has been designed and has the potential to build capacity and yield results that will extend beyond the period of Federal financial assistance. For example, the applicant indicated that by utilizing key components of the Dual Capacity-Building Framework for Family-School Partnerships the project will be promoting education equity and adequacy in resources for West Virginia's underserved students and families through training and technical assistance programming for early learning, elementary school, middle school, high school, and out-of-school time settings.

The project will build upon the current family leadership work of West Virginia Schools' Local School Improvement Councils (LSIC) and the West Virginia Parent-Teacher Association (PTA) by both expanding and improving the

engagement of underserved students and families in informing and making decisions that influence best practice at the school, district, or state level. Thus, greatly expanding upon the scale and scope of the work of the West Virginia Family Engagement Center, from reaching the 100 lowest performing schools in the state over five years to reaching all 55 counties in the state through collaboration with core partners. In addition, the Family Engagement TSC will develop and implement statewide best practices to provide services that will help remove barriers for family engagement as well as develop and implement parental involvement policies required in Section 1116 of Every Student Succeeds Act (ESSA). (pgs. 13-15)

**Weaknesses:**

- (1) No weaknesses noted.
- (2) No weaknesses noted.
- (3) No weaknesses noted.

**Reader's Score: 25**

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

**1. B. Quality of the Management Plan (up to 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:**

- (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.**
- (2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**
- (3) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project.**
- (4) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**
- (5) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**

**Strengths:**

- (1) The applicant provided a detailed management plan the outlines and aligned their plans to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. For example, the grant management development, and implementation of the Family Engagement TSC will be led by The EdVenture Group, Inc. The applicant provided clearly aligned dates with proposed activities and person(s) responsible for implementation. All activities and tasks are aligned with project milestones, that provides another level to monitor project completion on time and within budget. For example, Project Year 1: October 2022 – September 2023 the applicant will engage in ongoing collaboration with existing and newly identified partners and subject matter experts around training needs and delivery, monthly leadership team meetings. Each quarter of the project

is planned through the end of the grant period. (pgs. 1-4 ) (Separate attachment)

(2) The applicant provide adequate evidence the processes and procedures are in place or planned to ensure feedback and continuous improvement will be provided in during the operation of the proposed project. For example, the applicant indicated that ongoing programmatic assessment, feedback, and continuous improvement are embedded in the Family Engagement TSC's implementation and evaluation. The Family Engagement TSC will be developed, refined, and evaluated by the research in collaboration with SEA and LEAs, and core partners. All partners will provide several data inputs during Years 1-5 of programmatic iteration and intervention through their participation in surveys and focus groups. Findings will be shared with the Leadership Team and Advisory Committee for additional insight and collectively, the data will inform necessary modifications to the Family Engagement TSC towards scalability and sustainability. (pgs. 19-22)

(3) The applicant provided a comprehensive description of the process and procedures that will be utilized for ensuring high-quality products and services from the proposed project. For example, the applicant indicated that through monthly meetings and thorough needs assessments, the Leadership Team will collaborate to: (1) coordinate development of customized, evidence-based resources for family engagement; (2) disseminate subject matter expertise and training to core partners, (3) identify, recruit, and deliver supplemental programs in local schools and communities; and (4) provide overall management and thought leadership for all project processes and implementation. In addition, the applicant will utilize the Plan Do-Study-Act (PDSA) Cycle in order to provide an iterative testing of changes to improve the quality of training, technical assistance, and programming. The PDSA Cycle will be used to adjust the goal, change methods, redesign theories, or broaden learning as the project moves from its pilot to full implementation. (pgs. 23-26)

(4) The applicant effectively demonstrated that the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. For example, the applicant indicated that the Leadership Team has allocated 85% to the Project Director and 40% to Co-Project Director. In addition, a 30%- time commitment is to Director of Community Engagement. The WVDE and core partners will align their resources and in-kind time to assist with programmatic efforts based upon the following percentages: WVDE Project Director- (5%), (WVDE Project Coordinator, (50%) (pgs. 23-24)

(5) The applicant clearly evidenced that the project will ensure that a diversity of perspectives are included in the operation of the proposed project. For example, the project will include perspectives from, (1) The Family Engagement TSC Special Advisory Council who will meet quarterly and includes parents and caregivers, representatives of education professionals with expertise in improving services for disadvantaged children, representatives of local elementary schools and secondary schools, including students, representatives of the business community, and representatives of the SEA, LEAs, and core partners. In addition, collaborations with the Strategic Cross-Agency group that will support West Virginia communities in their investment and action of a diverse network of stakeholders. (pgs. 24-36)

**Weaknesses:**

- (1) No weaknesses noted.
- (2) No weaknesses noted.
- (3) No weaknesses noted.
- (4) No weaknesses noted.
- (5) No weaknesses noted.

**Reader's Score: 20**

**Selection Criteria - Quality of Project Personnel**

**1. C. Project Personnel (up to 15 points).**

**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 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, in determining the quality of the management plan and project personnel, the Secretary considers the following factors--

- (1) The qualifications, including relevant training and experience, of the project director or principal investigator.
- (2) The qualifications, including relevant training and experience, of key project personnel.
- (3) The qualifications, including relevant training and experience, of project consultants or subcontractors.

**Strengths:**

(1) The applicant provided adequate evidence that the project director has the qualifications, relevant training, and experience to ensure successful implementation of the project goals and objectives. The applicant will be utilizing current project staff. For example, the Chief Executive Officer and Family Engagement Specialist with The EdVenture Group. They have a Master's degree in Public Administration and a B.A. in Multidisciplinary Studies with an emphasis in Leadership Studies, Entrepreneurship, and Communication. This person has led community-based growth efforts at the Monongalia County Child Advocacy Center and most recently, as the Executive Director at CASA For Kids of Monongalia and Preston Counties. They have 10+ years of experience in grant and project management and development and has delivered Family Engagement: Inquiry for Growth trainings to principals across WV. (pgs. 25-26)

(2) The applicant clearly demonstrated the qualifications, relevant training, and experience, of key project personnel. The applicant will be utilizing current project staff. For example, the Project Co-Director is the Founder, President, and CEO of The EdVenture Group and serves as the Project Director for the West Virginia Family Engagement Center. She holds a Doctoral degree in Curriculum & Instruction with a specialization in STEM Professional Development. The Strategic Doing Expert is the Chief Innovation Officer and Family Engagement Specialist with The EdVenture Group. They are a graduate of the University of Pennsylvania's Masters in Education Entrepreneurship Program. (pgs. 25-28)

(3) Not applicable.

**Weaknesses:**

- (1) No weaknesses noted.
- (2) No weaknesses noted.
- (3) No weaknesses noted.

**Reader's Score: 15**

**Selection Criteria - Adequacy of Resources**

**1. D. Adequacy of Resources (up to 20 points).**

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors--

- (1) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.
- (2) The extent to which the costs are reasonable in relation to the objectives, design, and

**potential significance of the proposed project.**

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

**Strengths:**

(1) The applicant reasonably evidenced that there are some commitments of partners in the proposed project to the implementation and success of the project. For example, the EdVenture Group Inc. has a portfolio of education and community development initiatives totaling over \$25 million in competitive funding awards to serve West Virginia and beyond. Additional supports will include a variety of evidence-based programs to provide student support, academic enrichment, extended learning and afterschool programming and family engagement programming, with a focus on underserved students. The Family Engagement TSC will build the capacity of all stakeholders—including families, the SEA, LEAs, core partners, school-level staff and personnel, and community-based organizations—to engage in effective partnerships that support equity, student opportunities and achievement, and students' and families' social and emotional needs. The applicant included letters of support and a project partner MOU. (pg. 28-30)

The EdVenture Group, Inc. will establish the Family Engagement TSC in partnership with the WVDE to provide family engagement strategies, programs, and services via a train-the-trainer model to five targeted core partners, which are developed, managed, and funded by WVDE. Core partners include two Technical Assistance Centers (TACs): 1) the Early and Elementary Learning Technical Assistance Center at the June Harless Center, and 2) the Accessibility and Transition Technical Assistance Center. Additional core partners include the state entities of 1) Communities In Schools, 2) 21st Century Community Learning Centers, and 3) Parent Education Resource Centers (PERCS). Each partner has identified needs for a strong family engagement component, particularly with parents/caregivers. Core partners collaborate throughout the state and collectively encompass all 55 counties and all public schools within their service regions. Should the grant be funded, the WVDE will serve as the statewide liaison to assist in the facilitation of services and communication provided to the core partners by the proposed Family Engagement TSC to the schools. (pgs. 28-30)

(2) The applicant reasonably evidence that the proposed project cost are reasonable in relation to the significance of the proposed project. For example, the applicant indicated that the project will increase family engagement knowledge and application in all 55 West Virginia counties through evidence-based comprehensive training and technical assistance and increase family well-being, educational connections, and stability through family engagement opportunities customized to rural families. The applicant provide in the narrative detailed cost for personnel, travel, and services. Most important, the applicant will utilize funding for delivery of trainings throughout the state. In addition, key funding has been allocated for Listening Tours to meet directly with families. (pgs. 25-28)

(3) The applicant effectively demonstrated that the costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits. For example, the applicant indicated that the project is anticipated to serve all 55 counties and a minimum of 750 participants through core partner train-the-trainer programs. This is an investment nearly \$76,000 per county over the duration of the grant. Supplemental programming will serve an additional 1,035 families and community stakeholders and 420 educators. A significant portion of the budget is direct support to participants, including training stipends, incentives, and technology purchases, that are designed to allow equitable access to programming for underserved participants across the state that live in the most remote, disconnected regions. A total of 200 families will participate in the programming over the five-year grant period. If even 50 of these families succeed in preventing ACEs for one child, the Return of Investment (ROI) for this program alone is 831%, as stated by the applicant. The total requested budget is \$4,462,856. (pgs. 28-30)

**Weaknesses:**

- (1) No weaknesses noted.
- (2) No weaknesses noted.
- (3) No weaknesses noted.

Reader's Score: 20

## Priority Questions

### Competitive Preference Priority 2 - Competitive Preference Priority 2

**1. Competitive Preference Priority 2-- Addressing the Impact of COVID-19 on Students, Educators, and Faculty (up to 3 points).**

Projects that are designed to address the impacts of the COVID-19 pandemic, including impacts that extend beyond the duration of the pandemic itself, on the students most impacted by the pandemic, with a focus on underserved students (as defined in the notice inviting applications, NIA) and the educators who serve them, through one or more of the following priority areas:

(a) Conducting community asset-mapping and needs assessments that may include an assessment of the extent to which students, including subgroups of students, have become disengaged from learning, including students not participating in in-person or remote instruction, and specific strategies for reengaging and supporting students and their families.

(b) Providing resources and supports to meet the basic, fundamental, health and safety needs of students and educators.

(c) Addressing students' social, emotional, mental health, and academic need through approaches that are inclusive with regard to race, ethnicity, culture, language, and disability status.

#### Strengths:

The applicant indicated briefly that The EdVenture Group, WVDE, and core partners have remained agile in the face of the COVID-19 pandemic, working collaboratively with partners across the state to serve and support WV schools, students, and families during difficult and challenging times. All organizations have successfully pivoted existing programming as a result of COVID-19 and will continue to bring these technological and programmatic innovations to the Family Engagement TSC project as needed. As such, the Family Engagement TSC project will be implemented directly within the school setting or within a localized community organization to ensure every student and family has equal access to participate. The project has invested in virtual conference software to allow remote participation and plans to offer a virtual option for all trainings to ensure families have equitable access to support. Further, Family Engagement TSC staff will be equipped with mobile hotspots when traveling to rural areas to provide accessible internet access to participants for live events that may not have existing networks on which to utilize smart devices, such as laptops and Chromebooks, provided by the program and schools. (pg. 25)

#### Weaknesses:

No weaknesses noted.

Reader's Score: 3

### Competitive Preference Priority 3 - Competitive Preference Priority 3

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

Under this priority, an applicant must demonstrate that it proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students--



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

- (1) Early learning programs.**
- (2) Elementary school.**
- (3) Middle school.**
- (4) High school.**
- (5) Career and technical education programs.**
- (6) Out-of-school-time settings.**
- (7) Alternative schools and programs.**
- (8) Juvenile justice system or correctional facilities; and**
- (9) Adult learning.**

**(b) That is designed to examine the sources of inequities related to, and implement responses through, one or more of the following:**

**(1) Establishing, expanding, or improving the engagement of underserved community members (including underserved students and families) in informing and making decisions that influence policy and practice at the school, district, or State level by elevating their voices and their perspectives and providing them with access to opportunities for leadership (e.g., establishing student government programs and parent and caregiver leadership initiatives)).**

**(2) Increasing student racial or socioeconomic diversity, through developing or implementing evidence-based policies or strategies that include one or more of the following:**

- (i) Ongoing, robust family and community involvement.**
- (ii) Intra- or inter-district or regional coordination.**
- (iii) Cross-agency collaboration, such as with housing or transportation authorities.**
- (iv) Alignment with an existing public diversity plan or diversity needs assessment.**

**Strengths:**

The Family Engagement Technical Support Center is committed to providing equal opportunity to all participating LEAs, schools, school administration, teachers, community organizations, stakeholders, parents/caregivers, and students. The low-socioeconomic status of some participants could be considered a barrier to equal access to materials, transportation to locations, etc. To combat this barrier, The EdVenture Group, the West Virginia Department of Education, and the WVDE Core Partners have included budget allocations to provide monetary and tangible incentives for the duration of the project. Incentives include \$500 and a Chromebook purchase for each family participating in the Building a Family of Leaders and Breaking the Cycle programs. Core partners also provide wrap-around services such as childcare, transportation support, etc. to provide equitable access to interested participants. Additionally, the Advisory Council offers \$250/participant for family representatives that participate regularly in the program, as measured by attendance. (pg. 25)

**Weaknesses:**

No weaknesses noted.

Reader's Score: 3

**Competitive Preference Priority 4 - Competitive Preference Priority 4**

**1. Competitive Preference Priority 4--Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change (up to 3 points).**

**Projects that are designed to take a systemic approach to improving outcomes for underserved students in the following priority area:**

**(a) Establishing cross-agency partnerships, or community-based partnerships with local nonprofit organizations, businesses, philanthropic organizations, or others, to meet family well-being needs.**

**Strengths:**

The applicant clearly demonstrated that the proposed The Family Engagement TSC project has and will further establish partnerships with other agencies to meet the family well-being needs. The applicant indicated that the project will determine, customize, and approve services based on needs of core partners, students, families, and schools to provide much needed services that enhance family engagement throughout the state. The Family Engagement TSC will incorporate evidence-based and evidence-informed programs of proven success grounded in the family-inclusive tenets of the Dual Capacity-Building Framework for Family-School Partnerships, including but not limited to 1) Leaders Investing in Family Engagement (L.I.F.E.), 2) Strategic Doing Ecosystem Development, 3) Breaking the Cycle Prevention Program, 4) Connected Culture program, and 4) Building a Family of Leaders. (pgs. 21-23)

**Weaknesses:**

No weaknesses noted.

Reader's Score: 3

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Status: Submitted

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## Technical Review Coversheet

Applicant: The EdVenture Group, Inc. (S310A220010)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Project Design	25	25
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	15
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	20	20
<b>Sub Total</b>	<b>80</b>	<b>80</b>
<b>Priority Questions</b>		
<b>Competitive Preference Priority 2</b>		
<b>Competitive Preference Priority 2</b>		
1. CPP2	3	3
<b>Sub Total</b>	<b>3</b>	<b>3</b>
<b>Competitive Preference Priority 3</b>		
<b>Competitive Preference Priority 3</b>		
1. CPP3	3	3
<b>Sub Total</b>	<b>3</b>	<b>3</b>
<b>Competitive Preference Priority 4</b>		
<b>Competitive Preference Priority 4</b>		
1. CPP4	3	3
<b>Sub Total</b>	<b>3</b>	<b>3</b>
<b>Total</b>	<b>89</b>	<b>89</b>

# Technical Review Form

Panel #4 - SFEC Tier 1 Panel - 4: 84.310A

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

Applicant: The EdVenture Group, Inc. (S310A220010)

## Questions

### Selection Criteria - Quality of Project Design

#### 1. A. Quality of the Project Design (up to 25 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--

- (1) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
- (2) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.
- (3) 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.

#### Strengths:

- 1) The application clearly describes the project's conceptual framework—the Dual Capacity-Building for Family-School Partnerships—and provides appropriate references. The SEA, LEAs, core partners, and schools will receive training on this framework, which will advance the project goals of increasing family engagement and allowing for families to feel more connected to the school environment and what their children are learning. Furthermore, it will establish a foundation that families and school staff will be viewed as equal partners in the decision-making processes for the development of policies and programs. (pp. e18-e19)
- 2) The application provides a detailed description of each of the additional evidence-based and evidence-informed programs, including Leaders Investing in Family Engagement (LIFE) Program, Building a Family of Leaders Program, Connected Culture Program, and Breaking the Cycle Program. The applicant will implement these programs to achieve the project goals and objectives. (pp. e20, e35-e37)
- 3) The application comprehensively addresses how the use of the train-the-trainer model, extensive list of collaborators and creation of a statewide infrastructure, access to digital resources and trainings, and the development of parental involvement policies will allow for results that extend beyond the scope of the funding period. Specifically, the train-the-trainer model will allow for the expansion of family engagement training and technical support across multiple stakeholders. The Family Engagement Technical Support Center (TSC) will serve as a resource haven for parent and family engagement programs and as a training center for SEA, LEAs, and schools. (pp. e16, e22-e24)

#### Weaknesses:

- 1) No weaknesses noted.
- 2) No weaknesses noted.
- 3) No weaknesses noted.

## Selection Criteria - Quality of the Management Plan

### 1. B. Quality of the Management Plan (up to 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:

(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.

(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

(3) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project.

(4) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(5) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

#### Strengths:

1) The application clearly depicts a thorough management plan that includes the project's objectives, timelines, and associated outcomes. Specifically, the project objectives are to develop and implement a train-the-trainer program for core partners, embed family engagement in school culture, plan and conduct an annual family engagement conference, deliver LIFE programming to school leaders, and develop a website to offer digital resources to support family engagement. Additional objectives that are more specific to rural families include implementing Breaking the Cycle prevention programming, developing COVID-19 recovery resources, and facilitating an Advisory Committee. (pp. e27-e32)

2) There is a clear plan to ensure program feedback is consistently collected and considered in ongoing program meetings via the collection of data inputs across years 1-5. Furthermore, participation in surveys and focus groups by participants and data and feedback sharing with the Family Engagement TSC Leadership Team and the Advisory Committee will allow for continuous improvement in programming activities. (pp. e32-e33)

3) The application documents a thorough plan to ensure high-quality products and services are derived from the project. For example, the applicant will reach a minimum of 750 participants (p. e42) in 55 counties with evidence-based family engagement services in collaboration with WVDE and LEAs. Use of the Plan-Do-Study-Act (PDSA) Cycle will allow for continuous improvement in program planning and implementation. (pp. e33-e34)

4) The time commitments for the co-project directors are appropriate for fulfilling the project goals and objectives. The project director will serve at 85% FTE and the co-project director will serve at 40% FTE in year 1 and 240 hours annually in years 2-5. Additionally, the Director of Community Engagement will provide 25% FTE in year 1 and 30% FTE thereafter. (p. e34)

5) The applicant presents a thorough plan to increase diverse perspectives by specifically targeting underserved and high-need, rural students and families. The Connected Culture Program will be utilized to incorporate family engagement into school culture. A Special Advisory Council will include diverse representatives from parents, caregivers, educational

professionals, schools, students, businesses, and LEAs and other partners to work together to provide solutions to family engagement efforts. (pp. e35-e37)

**Weaknesses:**

- 1) No weaknesses noted.
- 2) No weaknesses noted.
- 3) No weaknesses noted.
- 4) No weaknesses noted.
- 5) No weaknesses noted.

**Reader's Score: 20**

**Selection Criteria - Quality of Project Personnel**

**1. C. Project Personnel (up to 15 points).**

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 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, in determining the quality of the management plan and project personnel, the Secretary considers the following factors--

- (1) The qualifications, including relevant training and experience, of the project director or principal investigator.
- (2) The qualifications, including relevant training and experience, of key project personnel.
- (3) The qualifications, including relevant training and experience, of project consultants or subcontractors.

**Strengths:**

1) The application thoroughly documents the educational training and relevant professional experience of the designated project co-directors. The project director has a Master's degree in Public Administration with more than ten years of grant and project management experience. The project co-director has a doctorate in Curriculum and Instruction and has implemented 10,000+ workshops for educators. (p. e38-e39)

2) The application thoroughly describes the relevant education training and professional experience of the designated Chief Innovation Officer and Family Engagement Specialist with the applicant organization. The application provides job descriptions and corresponding qualifications for unfilled key project personnel positions. Specifically, the Strategic Doing Expert has a Masters in Education Entrepreneurship, and has a wealth of experience managing federal grants. Resumes/CVs are provided for all identified project staff. (pp. e39, e77-e115)

3) The application clearly documents the evaluation consultants, and describes their educational and relevant professional experience. Three researchers from Rockman et al (REA) will conduct the evaluation activities. The team includes three researchers with doctoral degrees and over 20 years of educational research and evaluation experience. (e43-44, e77-e115)

**Weaknesses:**

- 1) No weaknesses noted.
- 2) No weaknesses noted.
- 3) No weaknesses noted.

**Reader's Score: 15**

**Selection Criteria - Adequacy of Resources**

**1. D. Adequacy of Resources (up to 20 points).**

**The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors--**

- (1) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.**
- (2) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**
- (3) The extent to which the costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits.**

**Strengths:**

- 1) The application clearly identifies the committed partners in the proposed project via letters of commitment and a memorandum of understanding (MOU). The partners have a significant amount of relevant experience related to family engagement and educational capacity building and technical experience. Specifically, the EdVenture Group operates the statewide West Virginia Family Engagement Center (WVFEC) in collaboration with the WVDE. Letters of support are provided from several divisions and programs within WVDE in support of the development and coordination of the Family Engagement Technical Support Center (FETSC). Roane County High School provided a letter of support confirming their collaboration to produce and engage with the FETSC. (p. e40-e41, e59-e76)
- 2) The costs identified in the narrative and budget forms align with the project goals, objectives, and program activities. The budget narrative provides a detailed breakdown of all costs by personnel, fringe benefits, travel, supplies, contractual, other, indirect costs, and training stipends. (p. e42, e132-e144)
- 3) The costs are reasonable, as the applicant expects to serve a minimum of 750 participants in all 55 counties through train-the trainer programs and 1,035 families and 420 educators via additional programming activities. The applicant organization calculated a potential ROI of 831% over the five-year grant period from providing training to 200 families to reduce ACEs in children. (p. e42-e43)

**Weaknesses:**

- 1) No weaknesses noted.
- 2) No weaknesses noted.
- 3) No weaknesses noted.

Reader's Score: 20

### Priority Questions

#### Competitive Preference Priority 2 - Competitive Preference Priority 2

**1. Competitive Preference Priority 2-- Addressing the Impact of COVID-19 on Students, Educators, and Faculty (up to 3 points).**

Projects that are designed to address the impacts of the COVID-19 pandemic, including impacts that extend beyond the duration of the pandemic itself, on the students most impacted by the pandemic, with a focus on underserved students (as defined in the notice inviting applications, NIA) and the educators who serve them, through one or more of the following priority areas:

- (a) Conducting community asset-mapping and needs assessments that may include an assessment of the extent to which students, including subgroups of students, have become disengaged from learning, including students not participating in in-person or remote instruction, and specific strategies for reengaging and supporting students and their families.
- (b) Providing resources and supports to meet the basic, fundamental, health and safety needs of students and educators.
- (c) Addressing students' social, emotional, mental health, and academic need through approaches that are inclusive with regard to race, ethnicity, culture, language, and disability status.

**Strengths:**

b) The applicant provides a plan to address the impact of Covid-19 on students and families by providing Covid-19 recovery resources to support high-need families. The plan includes trainings and services that are offered through blended virtual and face-to-face modalities. Training will emphasize learning strategies, literacy and numeracy, family engagement education and strategies to engage families after the pandemic, school training and professional development for enhancing school culture and increasing trust with families, social emotional learning (SEL), and Adverse Childhood Experiences (ACEs). (pp. e25, e28)

**Weaknesses:**

No weaknesses noted.

Reader's Score: 3

#### Competitive Preference Priority 3 - Competitive Preference Priority 3

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

Under this priority, an applicant must demonstrate that it proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students--

- (a) In one or more of the following educational settings:
  - (1) Early learning programs.
  - (2) Elementary school.



- (3) Middle school.
- (4) High school.
- (5) Career and technical education programs.
- (6) Out-of-school-time settings.
- (7) Alternative schools and programs.
- (8) Juvenile justice system or correctional facilities; and
- (9) Adult learning.

(b) That is designed to examine the sources of inequities related to, and implement responses through, one or more of the following:

(1) Establishing, expanding, or improving the engagement of underserved community members (including underserved students and families) in informing and making decisions that influence policy and practice at the school, district, or State level by elevating their voices and their perspectives and providing them with access to opportunities for leadership (e.g., establishing student government programs and parent and caregiver leadership initiatives)).

(2) Increasing student racial or socioeconomic diversity, through developing or implementing evidence-based policies or strategies that include one or more of the following:

- (i) Ongoing, robust family and community involvement.
- (ii) Intra- or inter-district or regional coordination.
- (iii) Cross-agency collaboration, such as with housing or transportation authorities.
- (iv) Alignment with an existing public diversity plan or diversity needs assessment.

**Strengths:**

a) The applicant describes a clear plan to focus program efforts on serving underserved students attending public schools, particularly in rural locations throughout the identified service region (i.e., 55 counties in West Virginia). For example, families that participate in the trainings—Building a Family of Leaders and Breaking the Cycle—will receive \$500 and a Chromebook. Childcare and transportation financial support will be provided to assist low-income and underserved families with offsetting costs. (pp. e7, e13)

b) The applicant provides a thorough project plan to increase family engagement knowledge and opportunities that are specific to the needs of rural families, which will allow for an increase in more diverse family and community involvement in school partnerships and engagement in school, district, and state level policy and practice decision-making. (pp. e13, e16-e18) Specifically, the applicant will partner with West Virginia Department of Education (WVDE) to develop and implement a parent and family engagement policy that aligns with Section 1116 of the Every Student Succeeds Act (ESSA). (p. e13)

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**     **3**

## Competitive Preference Priority 4 - Competitive Preference Priority 4

### 1. Competitive Preference Priority 4--Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change (up to 3 points).

Projects that are designed to take a systemic approach to improving outcomes for underserved students in the following priority area:

(a) Establishing cross-agency partnerships, or community-based partnerships with local nonprofit organizations, businesses, philanthropic organizations, or others, to meet family well-being needs.

#### Strengths:

a) The application clearly documents the proposed project plan, which includes collaborative partnerships with a variety of educational and family engagement-related organizations. Collaborators include WVDE, the Early and Elementary Learning Technical Assistance Center at the June Harless Center, Accessibility and Transition Technical Assistance Center, state entities, and local education agencies (LEAs), and stakeholders throughout the state. Thus, these partnerships will allow for greater reach of programming efforts and outcomes for underserved students and families. (pp. e16-e17, e19, e59-e76)

#### Weaknesses:

No weaknesses noted.

Reader's Score: 3

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