

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

Status: Submitted

Last Updated: 06/12/2019 05:46 PM

Technical Review Coversheet

Applicant: Iredell-Statesville Schools (U411C190007)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	25	23
Quality of Project Design		
1. Project Design	35	35
Adequacy of Resources/Quality of Management Plan		
1. Resources/Management Plan	20	20
Sub Total	80	78
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. Absolute Priority 3	5	0
Sub Total	5	0
Total	85	78

Technical Review Form

Panel #1 - EIR Early Phase Tier 1 - 1: 84.411C

Reader #1: *****

Applicant: Iredell-Statesville Schools (U411C190007)

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 factors:

(1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

(2) 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.

Strengths:

1. This proposal offers a respectable increase in knowledge of how using a trauma informed system approach and a trauma specific intervention can be used to support better implementation of the MTSS framework and improved academic and behavioral outcomes for students. This model is significant because of the percent of students expressing anxiety or depression has steadily increased, the percent of students committing suicide has increased, and it is projected that 49.5% of youth will have a diagnosable mental illness before the age of 20 (2). As more students encounter experiences that effect their mental being, educators must be equipped with the knowledge and skills to counter these traumatic experiences (2).

2. The proposed project involves the development of specific strategies in the context of the MTSS framework (4). Trauma Informed Care practices have been used in a variety of non-school settings since the 1980s (3). There are a few initial studies that have noted a range of positive academic and behavior outcomes in academic subjects and decreased suspensions and expulsions (3). This project would provide a curriculum to help school professionals provide better socio-emotional supports to students ranging from whole group to small group to individual through the widely touted MTSS framework (p. 4).

Weaknesses:

2. While grant proposers documented the argument for the study by providing details related to the number of attempted suicides and actual suicides for students in North Carolina (p. 3), the argument could have been strengthened by showing an analysis of the same indicators for North Carolina and the nation for suicide, anxiety, depression, etc.

Reader's Score: 23

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:

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

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

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

Strengths:

1. The goals and objectives are clear and specific and are tied to the overarching premise of the project. The activities are outlined by the MTSS tiers (p. 10-17). This lends itself to adequate management and oversight.
2. The logic model is aligned such that infusing trauma-informed practices within the schools existing MTSS framework will reshape the school culture, staff, and systems and positively impact student academic achievement and behavioral outcomes. The proposers provided a host of current status for the schools and targeted population (pp. 8-9, tables 2-5). Sufficient coaching and mentoring with feedback will be provided weekly by subject and grade (p. 16). This will provide a system of continuous improvements with project operations.

Weaknesses:

None noted.

Reader's Score: 35

Selection Criteria - Adequacy of Resources/Quality of Management Plan

1. The Secretary considers the adequacy of resources and 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:

- (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 qualifications, including relevant training and experience, of key project personnel.**
- (3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.**

Strengths:

1. The management plan is adequate for achieving the objectives of the proposed project on time and within budget. Clearly identified roles and tasks are delineated in the proposal. The table in Appendix G helps to simplify the written description (p.18)
2. A host of well qualified and experienced personnel have been identified to support project implementation and evaluation within the identified timeframe and budget (p. 18).
3. In order to ensure sustainability, project personnel will include currently employed administrators, teachers, and staff (p. 18). Additionally, the most success components to be replicated will be identified through the program's evaluation (p. 21). A curriculum guide will be developed which can support the replication of lessons and activities (p.21). The use of the train the trainer model also supports implementation and replication (p. 21). Therefore, this project demonstrates tremendous support for project sustainability.

Weaknesses:

None noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

1. Within Absolute Priority 3, we give competitive preference to applications that address the following priority:

Projects designed to improve student achievement or other educational outcomes in computer science (as defined in the notice). These projects must address the following priority area:

Expanding access to and participation in rigorous computer science (as defined in the notice) coursework for traditionally underrepresented students such as racial or ethnic minorities, women, students in communities served by rural local educational agencies (as defined in the notice), children or students with disabilities (as defined in the notice), or low-income individuals (as defined under section 312(g) of the Higher Education Act of 1965, as amended).

Note: Projects addressing this priority must be administered in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws.

Strengths:

Not applicable.

Weaknesses:

Not applicable.

Reader's Score: 0

Status: Submitted

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Technical Review Coversheet

Applicant: Iredell-Statesville Schools (U411C190007)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	25	22
Quality of Project Design		
1. Project Design	35	35
Adequacy of Resources/Quality of Management Plan		
1. Resources/Management Plan	20	20
Sub Total	80	77
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. Absolute Priority 3	5	0
Sub Total	5	0
Total	85	77

Technical Review Form

Panel #1 - EIR Early Phase Tier 1 - 1: 84.411C

Reader #2: *****

Applicant: Iredell-Statesville Schools (U411C190007)

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 factors:

(1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

(2) 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.

Strengths:

(1)The applicant has provided an appropriate overview of nationally significant problems as well as other unaddressed needs that are within their local target area. They have appropriately addressed the demographical background which includes socioeconomic disadvantaged students with lower rates of academic achievement (20-21,27). They have appropriately described the significance of their program and have identified unaddressed gaps that include higher rates of aggressive and violent behaviors exceeding both district and North Carolina state averages. Their aim is to provide interventional treatment that will positively impact student academic and behavioral outcomes , which if successful, will have the potential to introduce new, effective strategies throughout other LEAs' .

(2)The applicant has provided a plan that builds upon their existing strategies (23). They have included relevant data that demonstrates the overall positive outcomes of the Response to Intervention framework as well as the Positive Behavioral Interventions and Supports to address students' socio-emotional, behavioral and academic needs nationally. Likewise, supporting data shows that Multi-tiered System of Supports (MTSS) have been shown to lead to improvements in academic and behavioral outcomes among students nationally(23)

Weaknesses:

(2)The applicant has not provided a comprehensive description of their current MTSS hybrid model's outcomes specifically within their LEA. Information, that includes the amount of time that the model has been in effect within their LEA, the impact that it has had upon students' academic achievement or the impact on their students' behavioral outcomes have not been included. Without this information is difficult to ascertain how the addition of the Trauma-Informed Care practices will yield a promising new strategy or an innovative strategy within their specific schools (22). Since the applicant has stated that few studies exist on the Trauma Informed (TI) Care- MTSS approach, current local student data would help to validate how their approach will contribute to improvements and why their newly proposed model is needed among their students (22).

Reader's Score: 22

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:

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (2) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

(1)The applicant has appropriately noted measureable quantifiable goals and objectives that will support enhanced academic and behavioral achievement among students. Expected percentage gain in Math, ELA and socioemotional learning is clear and as a basis for measurement, baseline data that effectively guides the proposed project design has been noted (24).

(2)Within their Logic Model, they have identified key components of their proposed methods and provided a clear depiction of how resources, activities (new strategies) and outputs will directly address their overall goal of positively impacting student academic achievement. Intermediate and long-term outcomes clearly describe the expected changes in participants' cognitive and non-cognitive behaviors (78)

(3)The applicant has appropriately noted how continuous feedback will be integral to the success of their program. Quarterly reviews as well as input from key stakeholders such as their school-based TI-MTSS project team, which is comprised of staff such as the principal, AP, nurse, teachers, and the counselor will facilitate support and communication from all participants, include frequent reviews and allow for timely course revisions as needed (37).

Weaknesses:

None noted.

Reader's Score: 35

Selection Criteria - Adequacy of Resources/Quality of Management Plan

1. The Secretary considers the adequacy of resources and 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:

- (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 qualifications, including relevant training and experience, of key project personnel.
- (3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

Strengths:

(1)The applicant has provided clear information regarding their management plan. Demonstrated through data collection activities, their plan clearly supports and fosters collaboration among their target schools. The applicant presents a clear work plan that includes staff oversight, project monitoring, sustainability activities and a timeline that provides a clear

depiction of how milestones and deliverables will be achieved (39)

(2)The applicant has provided sound evidence of a qualified Project Advisor who will oversee the project and has vast experience in administration, and grant management. Roles and experience of other supporting staff are noted. Project planning and oversight will be provided by an inclusive management team supported by the Project Director. The team consists of Project Coordinators and Behavioral Specialists and Instructional Facilitators who are highly accomplished with years of relevant professional experience (39).

(3)The applicant has developed a structured operational model that will sustain their program beyond grant funding. Supports described are appropriate for sustainability and include the commitment of financial resources from their LEA. Future financial plans also include cultivating public/private partnerships and soliciting partner commitments to support sustainability (40).

Weaknesses:

None noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

1. Within Absolute Priority 3, we give competitive preference to applications that address the following priority:

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Expanding access to and participation in rigorous computer science (as defined in the notice) coursework for traditionally underrepresented students such as racial or ethnic minorities, women, students in communities served by rural local educational agencies (as defined in the notice), children or students with disabilities (as defined in the notice), or low-income individuals (as defined under section 312(g) of the Higher Education Act of 1965, as amended).

Note: Projects addressing this priority must be administered in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws.

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

Status: Submitted

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Technical Review Coversheet

Applicant: Iredell-Statesville Schools (U411C190007)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	25	24
Quality of Project Design		
1. Project Design	35	35
Adequacy of Resources/Quality of Management Plan		
1. Resources/Management Plan	20	20
Sub Total	80	79
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. Absolute Priority 3	5	0
Sub Total	5	0
Total	85	79

Technical Review Form

Panel #1 - EIR Early Phase Tier 1 - 1: 84.411C

Reader #3: *****

Applicant: Iredell-Statesville Schools (U411C190007)

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 factors:

(1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

(2) 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.

Strengths:

(1) The applicant establishes the national significance of the proposed project by outlining the unresolved trauma that children are facing in the nation. The significant contribution of this issue as outlined on pg. e20 by the applicant demonstrates the importance of developing an evidence-based approach to identifying students early and providing support. This would advance the learning of the causes and effects of adverse childhood experiences, and present new efforts to advance policies and environments that help families raise healthy children and increase resilience. This application presents an abundant knowledge base to inform recipients that schools and teachers play the critical role in student learning and achievement.

(2) The proposed project involves the development and demonstration of promising new strategies that build on existing strategies. The three-step system highlighted on pg. e22 will be set up to build on evidenced –based practices that address trauma informed care that relate to student outcomes. This process involves trauma informed systems paired with a trauma specific treatment intervention that will greatly improve supplemental instruction. The applicant's citations strongly support this initiative. On page e23, the applicant presents a tiered approach of the process that will be taken to produce greater impacts and what will provide the framework for individually producing positive behavioral impacts.

Weaknesses:

(1) The applicant addressed the priority of supporting students that have had ACEs but did not present a strong comparison to the two groups (Nation and North Carolina) to the whole population, which would have helped make the argument that the proposal is significant. On pg. e21, the information provide for the students in the North Carolina districts is very limited and could benefit from emphasis.

Reader's Score: 24

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:

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

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

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

Strengths:

(1) The goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. The two main goals are enumerated in Table 1, p. e24, and present a comprehensive approach to what the project's intentions represent. There are two main goals with accompanying objectives and outcomes (measures). The goals are consistent with the narrative already presented and continue in this section as well. The first goal is the interventional approach includes support for improving educational outcomes for high need K-12 students. The second goal provides an opportunity for professional development for educators to develop an understanding and capacity to recognize the trauma informed intervention. (p. e25)

(2) The proposed project demonstrates a strong conceptual framework as defined in the NIA. The proposed project is based on high quality research findings found on pgs. e25 – e35 that provide the basis for the creation of a trauma informed framework that will allow students to receive a continuum of services. Through demonstration of data tables, the applicant provides the statistical correlation between their high and alarming rates of students who are suspended versus the other schools that are more likely to be warning signs for trauma impacts in a students' life. The activities (Tiers 1 – 2) presented on p. e 29 – e35, are likely to improve student outcomes since there are clear and predictable routines that will be set up to support self-regulation. The applicant further embellishes on different models found on p. e31, that present theory of action to improve student learning through the intervention. Professional Learning for teachers is also listed under goal 2 on p. e 34, on the need to raise consciousness by making instruction and social and emotional learning more congruent with the cultural value system of the diverse student population.

(3) The applicant has presented information on measures that they will apply to gather information on performance feedback and continuous improvement. (pgs. e35 – e37). On pg. e36, the applicant presents a four-step problem solving cycle to review behavior, academic data to identify trends, design interventions, make referrals, ensure fidelity and assess effectiveness. In addition, the applicant will employ a logic model (found in Appendix G) to avoid program drift that will emphasize the provision of actionable feedback.

Weaknesses:

None noted.

Reader's Score: 35

Selection Criteria - Adequacy of Resources/Quality of Management Plan

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(2) The qualifications, including relevant training and experience, of key project personnel.

(3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

Strengths:

(1) A management plan has been presented by the applicant beginning on p. e37 – e.39. The table provides information on planned activities, responsible individuals and a timeframe. The applicant’s plan provides an adequate plan to measure progress in implementing the project and its key components. It also focuses on assessing project effectiveness and efficiency through exploring and analyzing the outcomes and impacts.

(2) The Leadership Team is presented on p. e39 and is made up of qualified individuals. This information correlates to Table 8 that outlines the duties and responsible individuals.

(3) The applicant is providing and exceeding a match over 15%. There is a commitment to sustainability and the securing of partnerships for local resources for various key components. The partnerships add value through combined efforts to support the proposed project. The idea of cross-organization partnerships can hold much promise. Through partnerships, the proposed project can accelerate learning and distribute skills and knowledge. Also, partnerships as mentioned on p. e40, will add depth and breadth to the proposed project’s community impact.

Weaknesses:

None noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

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Note: Projects addressing this priority must be administered in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws.

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

Status: Submitted
Last Updated: 06/11/2019 06:28 PM