

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

Status: Submitted

Last Updated: 09/15/2023 05:13 PM

Technical Review Coversheet

Applicant: Martin Luther King Sr Community Resources Collaborative, Inc (S411C230174)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	30	28
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	10	10
Sub Total	70	68
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	73

Technical Review Form

Panel #15 - EIR Early-Phase - 15: 84.411C

Reader #1: *****

Applicant: Martin Luther King Sr Community Resources Collaborative, Inc (S411C230174)

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 clearly demonstrates that the proposed project is both significant and unique. The project, "Sankofa Chronicles: SEL Curriculum from American Diaspora," builds on the work of Connect with Kids study of 2004-2005. This study established a social emotional learning (SEL) curriculum. Connect with Kids will partner with the applicant to provide support for the SEL instruction. (Pages e19 - e20 and the abstract)

The proposed project will build on the SEL curriculum by expanding to include Sankofa Chronicles that are integrated into student learning through advisory periods at the high school level. The Sankofa Chronicles will be enhanced with video documentaries and will support a new emotionally and culturally transformative curriculum. (Page e20)

Weaknesses:

No weaknesses found.

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: 28

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 conceptual framework appropriately relies on several research based programs, including Mutual Aid methodology (Gitterman, 2004) and See-Feel-Change (Kotter, 2012). These programs support the proposed project's effort to use the emotional impacts of the created videos in peer group settings. (Page e25)

The framework includes the development of a video series of Sankofa Chronicles that infuses SEL strategies into filmmaking processes with stories that link to students' cultural backgrounds. (Page e26)

After the completion of the video series, training of staff will occur and then implementation in the partner schools will occur. These activities support a quality framework for the project. (Pages e26 - e29)

Weaknesses:

No weaknesses found.

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 identifies clearly specified and measurable goals, objectives, and outcomes. The five goals for the proposed project are linked to the objectives and the activities that are planned. For example, goal three is to increase student's academic achievement and improve prosocial behavior. One of the objectives is to integrate nine units into the advisory period with students. The measurable results will include an increase in student achievement. (page e26 - e29 and Page e119)

Weaknesses:

No weaknesses found.

Reader's Score: 5

3. (3) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (15 points)

Strengths:

The applicant identifies the needs of the urban districts to be served which includes the number of teachers leaving the high-needs districts and the unmet needs for mental health services in the communities. (Page e21)

The applicant provides clearly defined demographic information for both schools that have been identified. Those schools include a high-percentage of students who are eligible for free and reduced lunches, are English language learners and/or students with disabilities. Also, high percentages of students are identified as Black or Hispanic. The proposed project will address these identified needs, especially within the programs with high percentages of students of color. (Pages e134 - 135)

Weaknesses:

The applicant does not include specific plans as to how the target teacher population will be identified. The letters of support from the school districts do indicate that teachers will volunteer; however, there is no specific criteria set up for those selected. Therefore, it is difficult to determine if the teachers with the most need of the interventions will be served.

Sub

A major component of the proposed project is to address mental health issues; however, the applicant does not identify specific needs of the populations from the two districts that will be served. It is not clear what mental health issues are a priority for each of the two districts.

Reader's Score: 13

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: 10

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 indicates that it is committed to ensuring equal access to and treatment of individuals who have traditionally been underrepresented; and that the hiring processes continue to include active recruitment of a diverse workforce. The applicant indicates that the current employees are from traditionally underrepresented groups. (Page e31)

The applicant clearly identifies the key personnel for the project. This includes those individuals from the partners in the project. Those individuals represent a variety of experiences and training. For example, the team leader from the Martin Luther King Sr. Community Resources Collaborative has several years of experience in leadership, including the management of grants and creating and managing partnerships. Her education background includes a focus on health services. (Pages e59 - e60)

The partnerships in the proposed project have key personnel in place who have appropriate training and experiences. These include a variety of backgrounds in education and training, including psychology, media and education, and special education. (Pages e59 - e103)

Weaknesses:

No weaknesses found.

Reader's Score: 10

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: 10

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 clearly demonstrates that the management plan will address key milestones that are linked to specific timelines and persons or teams who are responsible. The management plan is supported by a clear description and letters of support that outline the key responsibilities of each of the key partners. (Pages e34 - e35 and Pages e104 - e117)

The management plan includes the use of bi-weekly meetings and the use of web-based task-tracking software to ensure that tasks are completed. These efforts will ensure that the proposed project is completed on time and within budget. (Pages e34 - e36)

Weaknesses:

No weaknesses found.

Reader's Score: 10

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 defines the partnership with students and staff from two HBCU institutions to produce and integrate the video stories that will support the SEL curriculum for the proposed project. (Page e19 and Pages e112 - e113)

Weaknesses:

No weaknesses found.

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:

Did not apply.

Weaknesses:

Did not apply.

Reader's Score: 0

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Status: Submitted

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Technical Review Coversheet

Applicant: Martin Luther King Sr Community Resources Collaborative, Inc (S411C230174)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	30	28
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	10	10
Sub Total	70	68
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	73

Technical Review Form

Panel #15 - EIR Early-Phase - 15: 84.411C

Reader #2: *****

Applicant: Martin Luther King Sr Community Resources Collaborative, Inc (S411C230174)

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 provided a comprehensive description of the proposed project, Sankofa Chronicles, a promising new strategy to support the research that indicates the critical importance of emotional connections to learning (p. e15). This is significant as research indicates that high school students, particularly in urban school districts whose student population is primarily underrepresented groups, experience boredom and disengagement from the academic process. This often results in increased suspensions, behavioral issues, lower attendance, poor achievement for urban youth where emotional disengagement is a key characteristic of low-achieving high school students (p. e19). As such, the primary goals of the project are to create solutions to the problems of poor achievement, disengagement, and mental health.

To also support the significance of the Sankofa Chronicles design, demographics were provided for the students in both school districts where there is a large enrollment of minority disadvantaged students, particularly students of color. For example, in the New York high schools, 43% of the students are Black, 50% are Hispanic/Latinx, and 90% are eligible for free or reduced-price lunch (p. e20 – e21). In like manner, in Atlanta Public Schools, 73% of the student population is Black, 9% are Latinx, and 45% qualify for free or reduced-price lunches (p. e21).

The proposed project, Sankofa Chronicles, is named after the word “Sankofa,” which recognizes the importance of teaching about the cultural past of students (p. e22). It is supported by researchers who contend that “culture is a critical component of any learning environment” and that “there is no excellence without cultural excellence” (Sanford, 2020, p. e22). It is a promising strategy that builds upon the evidence-based practice of social emotional learning. It is designed to address the “disconnect” and disengagement of students from the academic process. The importance of this connection is supported by educators who maintain that to be maximally effective, social, and emotional learning curricula must include relevant activities that connect the student to personal cultural experiences.

Therefore, the applicant proposes to implement a strategy that uses storytelling experiences provided by target high school students who will share their diverse personal histories and those of others to build the core social emotional learning competencies identified by the Collaborative for Academic and Social Emotional Learning (CASEL) (i.e., self-awareness, social awareness) (pp. e19 – 21, p. e30, p. e77). The videos will be developed in partnership with students from two Atlanta universities (Morehouse and Spelman) who will serve as field-producers in curriculum

Sub

development. The resulting videos will be integrated with the successful evidence-based Connect With Kids (CWK) social emotional learning modules to develop the Sankofa Chronicles curriculum for classroom implementation (p. e20 – e21).

The significance of the project is also provided via the potential possibilities of expansion beyond the identified two school districts to replication throughout the nation. Results of the project findings will be shared with interested school systems through distribution of the Sankofa Chronicles materials.

When implemented with fidelity, the identified promising practices and strategies based upon the foundation of the evidence-based principles of social emotional learning and supported by the promising practices of Mutual Aid methods and See-Feel-Change approach (p. e30), the project should successfully address the needs identified in the proposed project to achieve expected project outcomes (improved behavior and academic achievement for underrepresented urban high school students).

Weaknesses:

No weaknesses found.

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: 28

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 provided a comprehensive description of the conceptual framework of the proposed project to be implemented in public high schools in New York City and Atlanta. Both school systems serve primarily underrepresented groups of students (i.e., students living in poverty, students of color, English language learners). The underlying framework is built upon identified evidence-based and promising strategies. The focus is on the integration of evidence-based social emotional learning principles into curriculum development through the promising practice of storytelling via culturally relevant experiences (p. e15).

For example, a lead agency in the Sankofa Chronicles is Connect with Kids. Relevant strategies of the organization have been designated as evidence-based by such agencies as the U.S. Department of Education. For example, the department has identified the organization as an "Effective Producer of Programs" (the proposed service delivery of the project). It is also on its What Works Clearinghouse. Also, the organization's drug and prevention program has been identified as an effective program by the Substance Abuse and Mental Health Agency's National Registry of Effective Programs and Practices (NREPP) as well as the New York Office of Alcohol and Substance Abuse Services (CWK, 2012 – p. e24).

In addition, the framework is supported by promising practices such as Mutual Aid methods and See-Feel-Change strategies that rely upon the power of storytelling, emotions, and peer-to-peer interactions to facilitate positive

Sub

intellectual and behavioral changes. These strategies use peer group relationships as a vehicle to address problems as students are able to give and receive feedback and support in culturally appropriate trusted nonjudgmental supportive environments (pp. e24 – e25, e30 – e31).

The project will serve underrepresented students in the identified two urban school systems through implementation of a comprehensive integrated approach to deliver social emotional learning services. The unique service delivery through storytelling utilizes evidenced-based practices (i.e., social emotional learning) and promising methods (i.e., Mutual Aid) to provide support services to improve student academic and behavioral outcomes (p. e15, e30).

Weaknesses:

No weaknesses found.

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 provided a detailed table with goals, objectives, timelines, and responsibilities for the proposed project. Five goals were identified in the areas of development, student achievement, student and teacher social emotional competency, and school climate (pp. 26-29). The goals were supported by objectives (i.e., 2.1 Increase teachers' SEL competencies, p. e27) and activities (i.e., for Goal 4 - Online family and community resources will also be developed, p. e29).

Weaknesses:

No weaknesses found.

Reader's Score: 5

3. (3) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (15 points)

Strengths:

The applicant provided a complete summary of the strategies to be used to address the needs of the target population – students living in poverty, students of color, English language learners, students with disabilities, students experiencing home instability, and students exposed to chronic stress or trauma (p. e15). Students in this target population often experience low achievement, low graduation rates, poor attendance, and high suspension rates (p. e29). This is partially due to the feeling of disconnectedness of the students from the school curriculum and culture. School systems have attempted to address these issues through social emotional learning. However, many experts (educators, psychologists) agree that more is needed to appropriately address the “cultural and emotional roots” of the target population – strategies not currently in place in most high schools (pp. e15, pp. e29 - e31).

To successfully address these challenges, particularly in urban school districts, the proposed project, the Sankofa Chronicles curriculum, will provide urban high school students with an awareness of the cultural histories of their communities (p. e30). The culturally responsive curriculum builds a program around narratives from varying cultures and regions that support the needed awareness and engagement of students in the education process as they are connected with “real” information regarding their culture.

In the Sankofa Chronicles curriculum, these strategies to engage students intellectually and emotionally occur

Sub

simultaneously with the focus on social emotional learning that reduces mental health challenges (i.e., depression or low esteem that may lead to school failure and/or dropout). The strategies are designed to promote competencies such as self-worth, mutual respect and understanding, personal growth, responsible decision-making and social awareness (p. e30). The applicant also provided a relevant concluding statement to summarize the information: Through the emotionally and culturally transformative curriculum, student, family, and teacher challenges, needs, and relationships are made real (p. e31).

Weaknesses:

Definitions of terms such as “diaspora” would provide much needed clarification to enhance understanding of the importance of the project to meet the needs of the target population. It is also assumed that the reader is knowledgeable of the organization that is represented by the acronym, CASEL, which is only identified in the resume of a key project team member.

Reader's Score: 13

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: 10

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 provided a thorough description of the key project personnel who will be implementing the proposed project supported by resumes and letters of support. The description included a statement of the commitment of the applicant to ensure equal access to and treatment of individuals who have traditionally been underrepresented. Presented data reflected the diversity of its employees (100% of MLKSRCRC employees are from traditionally underrepresented groups). In further support, the applicant also provided assurances that they will continue current hiring policies to actively recruit employees from underrepresented groups (p. e31).

A succinct summary of the responsibilities and qualifications of the key personnel was also provided and supported by resumes of each team member to document their qualifications. For example, the Chief Executive Officer of The Urban Assembly (UA), a member of the impressive project Leadership Team, will provide SEL training to all selected New York City school system teachers and administrators. This also extends the current partnership of the organization (UA) with the school system to provide professional development (p. e32). A resume documented his qualifications that included creating the Resilient Scholars Program (RSP), a unique approach to integrate SEL into the curriculum, and serving as a Board Member of CASEL (pp. e77 – e78).

The summary and resume of another key team member, the Connect With Kids Educator-in-Chief, also documented qualifications of project personnel. This team member will have the important responsibility to supervise the creation, direction, and implementation with partners of the Sankofa Chronicles social emotional

Sub

learning curriculum. In addition to her leadership experience and expertise in education (SEL, Mental Health, and Equity - at both school and district levels), policy and system development, documentary production, marketing, professional development, community engagement, and student services, she also currently serves as the education lead on a 2022 EIR study (p. e33, pp. e97 - 99).

Weaknesses:

No weaknesses found.

Reader's Score: 10

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: 10

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 provided a detailed description of the management plan to achieve expected project outcomes and provided specific Milestones, Timelines, and responsible individuals or organizations (“Who”) for each milestone. The plan was organized in a table with specific phases: 1) Development; 2) Development & Implementation; 3) Implementation & Randomized Control Trial; 4) Implementation; 5) Implementation & Scaling; and 6) Scaling (pp. e34 – e36).

Each phase and milestone of the management plan corresponded with a specific time period as evidenced in the following example: 1) Milestone – Analyze outcomes from implementation and impact studies and begin dissemination; 2) Timeline – July – Aug 2026; and 3) Who – EE (Independent Evaluator) (p. e36).

The applicant also provided a well-defined Logic Model to further define management of the proposed project. The plan included Goals, Program Inputs/Activities, Classroom/District Implementation and Intermediate Outcomes, and Student Outcomes (p. e119). Outcomes were provided for classrooms, school systems, educators, and students. Important and relevant examples included: Classroom – Students complete learning modules related to each of the nine Sankofa Chronicles SEL units; School/District – Established SEL curriculum that meets local needs; Educator – Positive relationships with students; and Student – Reduced rates of suspension and Greater academic achievement (p. e119).

The specific and thorough management plan, supported by the Logic Model, described in the application should facilitate implementation, monitoring, and evaluation of project progress to guide achievement of expected outcomes for students and teachers.

Sub

Weaknesses:

No weaknesses found.

Reader's Score: 10

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 is a nonprofit organization that will be supported in the project by two Historically Black colleges and universities - Morehouse College and Spelman College. The students at Morehouse College and Spelman College will serve as field-producers to video tape the stories of the high school students in identified Atlanta Public Schools and New York Public Schools. These stories are the framework of the Sankofa Chronicles.

Weaknesses:

No weaknesses found.

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**

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Status: Submitted

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Technical Review Coversheet

Applicant: Martin Luther King Sr Community Resources Collaborative, Inc (S411C230174)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	30	28
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	10	10
Sub Total	70	68
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	73

Technical Review Form

Panel #15 - EIR Early-Phase - 15: 84.411C

Reader #3: *****

Applicant: Martin Luther King Sr Community Resources Collaborative, Inc (S411C230174)

Questions

Selection Criteria - Significance

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

Reader's Score: 20

Sub

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

Strengths:

The applicant's project, Sankofa Chronicles, clearly builds upon current social-emotional learning (SEL) strategies by the implementation of an "evidence-based, storytelling strategy" that will utilize short films, combined with learning modules and professional development that address key themes that will provide students opportunities to foster empathy, promote social awareness, and develop critical thinking (p. e23). The integration of diverse historical perspectives and culturally responsive teaching creating a transformative experience that will result in greater student competencies outlined in Appendix J (p. e125).

The applicant's proposal demonstrates both the need for SEL, and cites relevant research that SEL is linked with student outcomes such as increased academic resilience and pro-social behaviors and decreased incidences of depression (p. e23).

According to the applicant, the need to address these issues have become more apparent as the recent pandemic "placed a spotlight on the issues of students' mental health as well as teacher burnout" (p. e21). Furthermore, they noted that approximately 79% of children ages 6 to 17 have an unmet need for mental health services.

The applicant's proposal describes a program that will build upon traditional SEL and increase the transformative potential "by integrating our nation's diverse historical and cultural "storytruths." The applicant cites Dr. Adelaine Sanford, "Culture is a critical component of any learning environment. There can be no excellence without cultural excellence... When we fail to teach about our students' cultural pasts, our children often become whatever someone else tells them they are" (Sanford, 2020, p. e22). The applicant notes that many experts argue that for SEL programs to change lives, they must tap into emotional and cultural roots that are not currently present in most high school SEL curricula (p. e29).

The additional partnership with university students creating the short films is a valuable component, increasing relatability and relevance.

Sub

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of Project Design

- 1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

Reader's Score: 28

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 conceptual framework is well established through a review of relevant research and a clear logic model, with inputs, outputs and expected outcomes such as short-term student outcomes of fewer disciplinary referrals and increased social-emotional competence (p. e119). The applicant has detailed the components of the framework, which include the power of storytelling, emotion, and peer-to-peer interactions and uses the Mutual Aid methodology (Gitterman, 2004) and See-Feel-Change (Kotter, 2012) strategies to inspire positive behavior and motivate social action (p. e24)

Weaknesses:

One of the stated components of the project proposal is the Mutual Aid methodology -- a method which utilizes the power of one's peer group as a vehicle for solving common problems (Shulman, 2011). Representative activities would include peer teaching, debates, role-playing, group discussions and group presentations and research (pp. e30-e31). The project design lacks clarity as to what extent these components will be implemented and how fidelity to these components will be assessed.

Reader's Score: 8

- 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 defines goals, and provides detailed information about the means of measurement. For example, the applicant further describes which assessments will be used to measure each construct, such as the Maslach Burnout Inventory to measure teacher burnout (pp. e26-e29, e34-36, e125-e127).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

- 3. (3) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (15 points)**

Sub

Strengths:

The project is appropriate to addressing the needs of the target populations. The applicant has identified the ways in which their project will utilize methods to enhance SEL competencies in high school students through a cultural lens, thus addressing the needs of the stated target population. In the applicant's proposal, they identify their population as "high-needs" students, which refers to students who are living in poverty, students of color, English language learners, students with disabilities, students experiencing home instability, and students exposed to chronic stress or trauma (p. e20).

The applicant includes statistics of the students who attend the schools involved in the project, further demonstrating how the project will meet the needs of the target population. For example, in the New York City high schools (CUNY), 43% of the students are Black and 50% are Hispanic/Latinx and 90% are eligible for free or reduced-price lunches or Human Resources Administration benefits. In the Atlanta Public Schools (APS) the student population is 73% Black and 9% Latinx (Georgia Department of Education, n.d.) and 45% of the students qualify for direct certification under the National School Lunch (NSL) program. Both districts (CUNY and APS) have high suspension and chronic absenteeism rates, as well as low graduation rates and test scores (pp. e20-e21).

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

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

Reader's Score: 10

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 indicates their strong commitment to ensure "equal access to and treatment of individuals that have traditionally been underrepresented" and that their "hiring processes continue to include active recruitment of a diverse workforce." Their current organizational makeup evidences this by noting that 100% of their employees are from traditionally underrepresented groups (p. e31). The applicant has provided resumes of key personnel from the project team, which show the levels of qualification and experience held by the team members. Additional information is included about personnel qualifications in Table 2 (pp. e32-e33). For example, the team has advanced degrees in fields such as educational psychology, research, special education, journalism, as well as many years of experience.

Sub

Weaknesses:

No weaknesses noted.

Reader's Score: 10

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: 10

Sub

- 1. (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

Strengths:

The applicant has included significant documentation and rationale for budget items, and timelines with clear milestones for project tasks. For instance, Table 1 and Table 3 (pp. e26-e29, e34-e36) document each phase of the project, with accompanying tasks, timeframe for completion and responsible entities. Further documentation is found in Table 2 (pp. e32-e33), which details key personnel and their broad project responsibilities. The additional budget documents (pp. e141-e169) indicate that the management plan is comprehensive and adequate to support the achievements of the project on time and within budget.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

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 has provided letters of commitment from two historically Black universities (HBCU), Morehouse and Spelman, as core implementers of the video curriculum development (pp. e 112-e114). These letters evidence the level of partnership and to what extent the students of these institutions will contribute to the project. Additionally, the Education Department of Spelman College indicates in the letter that their department will contribute to the project by providing "content expertise and meaningful input into the development of Sankofa Chronicles multimedia curricula and professional development resources" (p. e114). The project narrative describes the partnership with two HBCUs as a key piece of the curriculum design (p. e19).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2**1. Competitive Preference Priority 2:****Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning
(up to 2 points)**

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

Strengths:

CCP2 not addressed.

Weaknesses:

CCP2 not addressed.

Reader's Score: 0

Status: Submitted
Last Updated: 09/15/2023 05:09 PM

Status: Submitted

Last Updated: 10/10/2023 08:51 AM

Technical Review Coversheet

Applicant: Martin Luther King Sr Community Resources Collaborative, Inc (S411C230174)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Project Evaluation		
1. Project Evaluation	30	25
Sub Total	30	25
Total	30	25

Technical Review Form

Panel #10 - Early-phase Tier II Panel - 10: 84.411C

Reader #1: *****

Applicant: Martin Luther King Sr Community Resources Collaborative, Inc (S411C230174)

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: 25

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 includes a Randomized Controlled Trial (RCT) that should meet What Works Clearinghouse (WWC) standards without reservations if well implemented. The application has identified an external evaluator with the background and skills to conduct the planned evaluation. Resumes for the evaluation team provide ample evidence of their expertise (pages e62 to e76, pages e79 to 88, and pages e90 to e92). The application includes plans to obtain Institutional Review Board approval (page e33). The evaluation plan includes confirmatory and exploratory research questions (pages e49 to e41), each with at least one validated survey instrument (alpha values provided). Additional information concerning data collection instruments includes estimates of Minimal Detectable Impact (MDI). The application includes plans to provide formative feedback during the pilot year (page e39) to support program development. Participating schools will be randomly assigned to treatment or to a waitlist condition. The application includes details concerning the power analysis, minimal detectable effect size, and the impact analysis model in Appendix J. Program impacts will be analyzed using a hierarchical linear model (page e43), which is appropriate for the planned data collection process. The analysis model includes both teacher-level and student-level covariates (page e132). The application discusses how baseline equivalency will be evaluated (page e43) and plans to include an interaction term to the model for an exploratory analysis (page e44). Including details about model development is appropriate preparation for program evaluation.

Weaknesses:

The application could be improved with details about how the students from Morehouse and Spelman colleges will be selected and trained to field produce videos (page e25). Variations in the videos could impact program outcomes. The application could be improved with details concerning the formative feedback to be provided during the pilot year. The application could be improved with details concerning the waitlist condition. It is not clear when implementation will take place for waitlisted schools. It is not clear what will take place during the Plan-Do-Study-Act (PDSA) cycles that will take place during the implementation year and if any changes might impact implementation. It is also not clear what will take place in the PDSA cycles that are planned for the year following implementation (page e39). The application could be improved with inclusion of details concerning how matched pairs by grade level will be carried out (page e42). It is not clear what year 4 and year 5 cohort schools refer to (page e26) since the evaluation plan describes one cohort of 60 schools to be randomized between the treatment and waitlist groups

Sub

(page e39). The application could be improved with plans to evaluate the planned programs for parents (page e26). The application could also be improved with more detail concerning the coaching that teachers will receive on a quarterly basis (page e35).

Reader's Score: 16

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 application indicates survey data will be collected quarterly (page e35). Two PDSA cycles are planned each year for the two years following implementation. This has the potential to provide feedback information. Additional surveys of principals and teachers will be conducted annually (page e44) to explore project impacts beyond the classroom.

Weaknesses:

The application could be improved with details concerning how focus groups of teachers will be selected (page e46). It could also be improved with details concerning how teachers will be selected for interviews across grade levels.

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 application includes a comprehensive list of program components for both the professional learning and the planned curriculum along with appropriate thresholds for implementation (page e46). It also includes plans analysis of potential mediators (e.g., teacher outcomes) and moderators (e.g., student achievement) (page e41).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Status: Submitted
Last Updated: 10/10/2023 08:51 AM

Status: Submitted

Last Updated: 10/10/2023 09:02 AM

Technical Review Coversheet

Applicant: Martin Luther King Sr Community Resources Collaborative, Inc (S411C230174)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Project Evaluation		
1. Project Evaluation	30	27
Sub Total	30	27
Total	30	27

Technical Review Form

Panel #10 - Early-phase Tier II Panel - 10: 84.411C

Reader #2: *****

Applicant: Martin Luther King Sr Community Resources Collaborative, Inc (S411C230174)

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: 27

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 study plans to recruit and randomize 60 teachers with one advisory class to treatment and control group of teachers, which will meet WWC standards without reservation (e42). Their plans to provide compensation for completing the evaluation activities and delayed treatment will both ensure low attrition of teachers and ensure validity of the randomization (e42 and e43). The proposal adequately mentions conducting attrition at two levels- teacher and student (e43). Their plan also clearly lays out plans for baseline equivalence in case the attrition is high (e43). Their plan appropriately discusses using imputation for missing data using appropriate WWC standards (e43). Their confirmatory and exploratory outcome measures have relevant reliability and validity score (Table 5 on e40).

Weaknesses:

The proposal is missing details on Year 4 or 5 cohort schools and their plans to include parents who are integral part of the intervention. It is also unclear the selection process for which teachers will be observed. Details about the selection process will further improve the proposal.

Reader's Score: 17

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 proposal indicates that the evaluators will be active throughout the entire project (e39). Details about the process of using plan-do-study-act cycles and data collection time periods are provided (e39; e45). The proposal indicates that the evaluators will meet quarterly to review fidelity protocols (e47), randomization (e44), implementation (e47), data collection (e44), and barriers to implementation during the randomization phase (page e44). Regular meetings between the evaluators and the key personnel have the potential to provide useful feedback to establish progress toward intended outcomes.

Sub

Weaknesses:

No weakness was identified.

Reader's Score: 5

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 evaluation plan clearly articulates the key project components (logic model and e46), mediators (e40), and outcomes (e40). The evaluation plan also clearly describes the fidelity of implementation process (timing and frequency) along with the threshold for each part of the implementation phase (e46). They also plan to collect the comparison school program components, which will further help our understanding of the intervention and its impacts and help in scaling the program (e47).

Weaknesses:

No weakness was identified.

Reader's Score: 5

Status: Submitted

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