

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

Status: Submitted

Last Updated: 09/13/2023 11:44 AM

## Technical Review Coversheet

**Applicant:** Alliance for Inclusion and Prevention, Inc. (S411C230221)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	20	18
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	10	9
<b>Sub Total</b>	70	67
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Promoting Equity	5	0
<b>Competitive Preference Priority 2</b>		
1. Workforce Diversity	2	0
<b>Sub Total</b>	7	0
<b>Total</b>	77	67

# Technical Review Form

Panel #5 - EIR Early-Phase - 5: 84.411C

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

Applicant: Alliance for Inclusion and Prevention, Inc. (S411C230221)

## 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: 18

#### 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 will address social emotional challenges in 26 K-5 schools (p. e16). The project is innovative, as it builds on social emotional learning (SEL) kernels (or small learning units) that are relevant for students with traumatic stress into everyday teaching and learning (p. e16). The kernels lend themselves to teacher daily routines (p. e20). The impact of these lessons on school climate will be studied, including those students at all tiers of intervention (p. e19). The project is research-based, as citations are provided for the need for addressing trauma in young children (p. e18).

#### Weaknesses:

: It is unclear how much of the current project is innovative. The applicant will draw extensively on an existing study that used SEL kernels (p. e16). The application would be stronger with more evidence for the innovative nature of this project.

Reader's Score: 18

### Selection Criteria - Quality of Project Design

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

Reader's Score: 30

#### Sub

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

**Sub**

**Strengths:**

The narrative, logic model, and theory of change form a coherent conceptual framework. The application contains a logic model, with inputs, outputs, mediators, and outcomes (p. e69). For example, trauma-informed work groups will be formed at each school, teachers will deliver SEL kernels, resulting in increased use of kernels by students (p. e69). The application also includes a theory of change, with change agent, outputs, and outcomes (p. e22). Consistent with the narrative, the change agent is staff training on SEL kernels and outputs are student achievement (p. e21).

**Weaknesses:**

There were no weaknesses in this area.

**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 application includes clear goals, objectives, and measures for each of the objectives (pp. e23-25). The two main goals are to improve academic achievement and the school climate by reinforcing SEL skills of staff (p. e25). For example, the school climate goal has an objective of increasing positive school climate by five percent each year, as measured by the panorama school climate survey (p. e25).

**Weaknesses:**

There were no weaknesses in this area.

**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 design is appropriate to the targeted population and will successfully address their needs. The applicant defines high need students as those who need mental health treatment or are low-income students, students with disabilities, or English language learners (p. e12). The project will be completed in two partner districts (p. e13). Demographics for the partner districts are included in the application (pp. e25-26). Letters of support from the partner districts are also included (pp. e62-65).

**Weaknesses:**

There were no weaknesses found in this area.

**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 encourages applications for employment from underrepresented groups through its network of mental health professionals (p. e32). It also recruits using targeted methods at HBCUs (p. e31).

The personnel are well-qualified. The project director will have experience in K-12 education, social emotional learning, and grant management (p. e30). Key personnel have experience in social emotional learning, trauma therapy, and professional development, which are major elements of the study (pp. e45-61).

Resumes for key personnel are included in the application (pp. e45-61).

**Weaknesses:**

There were no weaknesses found in this area.

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: 9

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 application contains a detailed management plan, with goals, objectives, measures, activities, dates, and personnel responsible (pp. e78-82). For example, the project coordinator will train school staff in SEL kernels in each of the school years (p. e78). In addition, the application includes a graphic of the management plan (p. e32) and a timeline of the project is included for the planning, research, and data reporting periods (p. e77).

**Weaknesses:**

Some of the tasks are assigned to multiple personnel. For example, for objective 1.5 about teacher training, there are four personnel assigned to this task. Because of multiple staff assigned to activities, it is unclear if the project will be completed on time and within budget. The application would be stronger with more specificity about which key personnel is responsible for each task. In addition, some of the timelines are too broad to allow for adjustments if the milestone is not achieved. For example, selected kernels will be adapted in the first six months of 2024 (p. e78). The application would be strengthened with more frequent milestones in order to make necessary adjustments to the program.

Sub

Reader's Score: 9

### 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:**

This CPP is not addressed.

**Weaknesses:**

This CPP is not addressed.

Reader's Score: 0

#### 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:**

This CPP is not addressed.

**Weaknesses:**

This CPP is not addressed.

Reader's Score: 0

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**Status:** Submitted  
**Last Updated:** 09/13/2023 11:44 AM

Status: Submitted

Last Updated: 09/14/2023 01:06 PM

## Technical Review Coversheet

**Applicant:** Alliance for Inclusion and Prevention, Inc. (S411C230221)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	20	16
<b>Quality of Project Design</b>		
1. Project Design	30	28
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	10	9
<b>Sub Total</b>	70	63
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Promoting Equity	5	0
<b>Competitive Preference Priority 2</b>		
1. Workforce Diversity	2	0
<b>Sub Total</b>	7	0
<b>Total</b>	77	63



# Technical Review Form

Panel #5 - EIR Early-Phase - 5: 84.411C

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

Applicant: Alliance for Inclusion and Prevention, Inc. (S411C230221)

## 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: 16

#### 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 project is relevant to social-emotional learning (SEL) issues present in schools today and addresses equity, trauma, and COVID impact (e12-13). The study is seeking implementation in 26 K-5 schools in two Massachusetts public school districts. A key component of the project proposal is the integration into both the classroom and counseling settings, particularly in the Tier 2 and 3 counseling setting (e16). A key component of this proposal is to move the SEL Kernel based work from solely the counseling setting into the whole-school classroom model, benefiting all students with daily SEL skill practice, particularly those with a history of trauma (e20). The explicit additional training that the clinical staff will have for Tiers 2 and 3 support is grounded in research-based, best-practice strategies that blend the Tier 1 SEL Kernel approach (e21), this is an important strategy to build cohesion between classroom and counseling language and skill development.

The proposal sufficiently describes the need for SEL support in schools, citing factors such as increased suicide rates and hospitalizations (e17) as well as family stressors caused by the pandemic.

#### Weaknesses:

The project is not necessarily innovative in that it is built from an established SEL Kernel program and selects certain components, or Kernels, and builds the project around those (e16).

The proposal indicates that they have implemented the Training Package successfully in another district but fails to provide any supporting evidence or success criteria (e19).

Reader's Score: 16

### 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 driving the project is the need for integration at all three Tiers to ensure improvements in school climate and student achievement (e21). The project design continually focuses on the integration of the SEL Kernels work into all three Tiers, which is intended to benefit all students, but particularly those that meet the definitions established in this project for high-needs learners (e21-24). The three-Tiered, integrated approach is differentiated based on student need, whereas students with significant trauma in need of mental health treatment will receive support that reinforces concepts learned in the Tier 1 setting.

The training component includes all schools in each of the participating districts, additional training for Tier 2 and 3 clinical service providers, and parent/caregiver training (e28-29). The Logic Model (e69) was highly specific and cohesive, incorporating all components of the project design.

**Weaknesses:**

No weaknesses identified.

**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:**

For each objective, the target, measure and baseline are provided, and they are specific and measurable (e24-25, 105-108). The process for obtaining baseline data is either described or the data is already collected and provided. For example, "386 disciplinary referrals" for school year '21-'22 (e24). The targets are provided for each objective, for example "reduce by an additional 3%" (e24). Research-based measures, such as the Clinician Satisfaction Survey, the Trauma-Sensitive Schools' Readiness for Change Scale are implemented (e24).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

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

**Strengths:**

The project intends to serve nearly 12,000 students who fit the Massachusetts Education Department definition of high-needs students and further identifies the target population specific to this project by including those identified by the school district as needing mental health treatment (e12). Specific data is provided for both of the participating school districts, including size, student population and demographics, and the number of school staff that will participate in the project (e25-26). All schools in both districts, 23 total, will participate in the project.

The letters of support from both school districts were very strong and justify the need for the project in their schools (e62-65).

Sub

**Weaknesses:**

The proposal requires 15 minutes per day of the SEL Kernels implementation, but this appears to be in addition to the district's existing SEL curricula (e20), which may make it difficult for K-5 teachers to fit in all of the required curriculum.

**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 Primary Investigator and Project Manager are highly qualified and experienced in their fields and their expertise is relevant to the project design (e30, 45-50). There is a plan for a project manager as well as full-time, on-site school coordinators to oversee the project objectives and progress on outcomes (e31). The Alliance for Inclusion and Prevention (AIP) is a reputable organization in Massachusetts (e30) and the trainers and clinical service coordinator are employees of AIP (e31) and highly qualified to deliver the training services (e51-55). The personnel employed from partner organizations, including Harvard Graduate School of Education and The Evaluation Group are highly qualified and experienced (e32, 56-61). Weekly staff meetings are scheduled (e29) and regular meetings are identified in the management plan (e78-82).

The proposal details AIP's diverse workforce, their commitment to recruit a diverse staff, and prioritization in hiring staff with diverse backgrounds (e31-32).

**Weaknesses:**

No weakness 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: 9**

**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:**

Project staff work full-time in schools to have direct insight into progress and barriers (e29). Regular meetings, broken into weekly, monthly, and quarterly intervals based on the topic, are established and procedures are in place to monitor progress (e29). The management and oversight structure provided in Figure 2 provides a succinct overview of the committees, membership, and organization (e29). The Project Partners organizational chart provided on page e32 provides a clear breakdown of the membership and role of each of the key personnel, with a point person identified for each group.

The management plan (e78-82) is organized in a logical manner, detailed, and provides specific activities as well as timelines and the point person(s) responsible for the completion.

**Weaknesses:**

Multiple people are responsible for each objective; the project would benefit from the designation of a point person identified for each specific objective (e78-82).

**Reader's Score: 9**

**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:**

Priority not addressed.

**Weaknesses:**

Priority not addressed.

**Reader's Score: 0**

**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:**

Priority not addressed.

**Weaknesses:**

Priority not addressed.

**Reader's Score: 0**

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**Status:** Submitted

**Last Updated:** 09/14/2023 01:06 PM

Status: Submitted

Last Updated: 09/13/2023 12:12 PM

## Technical Review Coversheet

**Applicant:** Alliance for Inclusion and Prevention, Inc. (S411C230221)

**Reader #3:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	20	18
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	10	9
<b>Sub Total</b>	70	67
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Promoting Equity	5	0
<b>Competitive Preference Priority 2</b>		
1. Workforce Diversity	2	0
<b>Sub Total</b>	7	0
<b>Total</b>	77	67

# Technical Review Form

Panel #5 - EIR Early-Phase - 5: 84.411C

Reader #3: \*\*\*\*\*

Applicant: Alliance for Inclusion and Prevention, Inc. (S411C230221)

## 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: 18

#### 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 project is designed to foster a trauma-informed school climate through the integration of trauma-informed social emotional learning (SEL) at Tiers 1, 2, and 3, which is likely to positively impact student outcomes for all student populations (p. e16). The project builds on existing strategies (p. e16).

#### Weaknesses:

The project lacks innovation since implementing SEL, trauma-informed practices, and cognitive behavioral therapy across the three tiers is a common practice in the field (p. e20).

Reader's Score: 18

### Selection Criteria - Quality of Project Design

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

Reader's Score: 30

#### Sub

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

#### Strengths:

The applicant includes a Theory of Change that makes clear connections between the inputs and the outputs, increasing the likelihood that the intervention will result in the intended short-term and intermediate outcomes (p. e22). The existing literature supports the likely efficacy of the strategies included in the program design (pp. e22-

**Sub**

e23). The Logic Model expands upon the Theory of Change and makes clear connections all the way through the intended long-term impacts, further strengthening the likelihood that the program design will lead to the intended outcomes (p. e69).

**Weaknesses:**

None noted.

**Reader's Score: 10**

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

**Strengths:**

The goals, objectives, and outcomes of the project are clear and measurable as written, making it likely that the project personnel will be able to monitor progress and measure impact effectively (pp. e23-e25). Baseline data are provided, along with anticipated increases in outcomes demonstrating that the project has been carefully designed (pp. e23-e25). The measures proposed are valid and reliable, increasing the likelihood of effective program measurement toward goals (pp. e23-e25).

**Weaknesses:**

None noted.

**Reader's Score: 5**

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

**Strengths:**

The study settings and target population are clearly identified, and letters of support are provided from the two district settings (pp. e25-e27; e62-e65). The needs of the target population align with the demographic, wellbeing, and academic data provided for the proposed study settings, increasing the likelihood that the study design will meet the needs of the study sample (pp. e25-e27).

**Weaknesses:**

None noted.

**Reader's Score: 15**

**Selection Criteria - Quality of Project Personnel**

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

**Reader's Score: 10**

**Sub**

**1. (1) The extent to which the applicant encourages applications for employment from**



**Sub**

**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 lead applicant has experience implementing two major federal grants, demonstrating the experience to implement the proposed project (p. e30). Project personnel are highly qualified for their proposed project roles, making it likely that each project role will be executed with expertise (pp. e30-e31; e45-e61). The applicant shares explicit strategies for recruiting project members from underrepresented groups through multiple networks and in alignment with current policies and practices, making it likely that personnel will be representative of historically underrepresented groups (pp. e32-e33).

**Weaknesses:**

None 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: 9**

**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 roles of each partner organization are clearly outlined, making it clear which organization and person is leading the efforts, increasing the likelihood of successful project implementation (p. e32; pp. e78-e82). Work sessions and meetings are clearly represented in the management plan, making it likely that the project will stay on track from frequent communication and collaboration (p. e29; pp. e78-e82). Each of the goals, objectives, measures, and activities are detailed on the management plan, demonstrating a high level of conceptualization and planning for the project, making it likely it will be successful (pp. e78-e82).

**Weaknesses:**

Multiple people are specified as being responsible for different project components, making it unclear who is ultimately responsible (pp. e78-e82). This may negatively impact the ability of the project activities to be completed on time and within budget.

**Reader's Score: 9**

**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:**

None noted.

**Weaknesses:**

Not addressed.

**Reader's Score: 0**

**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:**

None noted.

**Weaknesses:**

Not addressed.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 09/13/2023 12:12 PM



Status: Submitted

Last Updated: 09/29/2023 12:38 PM

## Technical Review Coversheet

**Applicant:** Alliance for Inclusion and Prevention, Inc. (S411C230221)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	30	30
<b>Sub Total</b>	30	30
<b>Total</b>	30	30

# Technical Review Form

Panel #3 - Early-phase Tier II Panel - 3: 84.411C

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

Applicant: Alliance for Inclusion and Prevention, Inc. (S411C230221)

## 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: 30

#### Sub

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

#### Strengths:

The evaluation plan presented by the applicants is well-detailed. They have outlined a Quasi Experiment that will assess the implementation of the SELECT Schools model across 26 schools for grades 4-5. Recognizing the need for capturing baseline data in this design, they have described various characteristics that they intend to capture (e35). Of note, they will utilize nearest neighbor propensity score matching (e36) to mitigate baseline differences, minimizing the impact of any remaining differences during the analysis phase. The psychometric properties of the proposed measures have been elaborated upon (e24-25, e35), indicating that the majority, if not all, of the expected, outcomes are in line with the What Works Clearinghouse (WWC) standards. There is no indication of threats like cross-contamination or over-alignment of outcomes. Although the evaluators are members of the steering committee (e29), their independence is clearly delineated in the organizational chart (e32) and further validated in the appendices (e58-61). Given these factors, there is a high likelihood that the evaluation methods will yield evidence concerning the project's efficacy consistent with WWC standards with reservations.

#### Weaknesses:

No weaknesses noted.

Reader's Score: 20

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 evaluation methods are designed to collect performance feedback and facilitate regular evaluation. The narrative clearly outlines that the team plans to hold monthly, quarterly, and annual meetings to examine the mixed-methods data collected throughout the year (e29, e34, e37-38). These reviews are intended to identify and address areas needing modification. With their well-designed baselines (e23-25) and sharply articulated goals and objectives (e78-82), the applicants are poised to monitor progress with precision. This underscores a robust plan on the part of the applicants to track progress towards intended outcomes.

Sub

**Weaknesses:**

No weaknesses noted.

**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 logic model (e69) distinctly notes key project outcomes and mediators. Outcomes include academic achievement, school attendance, and behavior, while the mediators are various school-based practices. Moderators, although more loosely defined, pertain to student-level characteristics (e36-37). A standout feature of this proposal is its emphasis on fidelity of implementation. The plan meticulously details the process to measure specific variables, aiming to determine a measurable threshold for acceptable implementation (e85-86). For instance, they specify the essential components for measurement, identify the data source, and set a target threshold. Through these detailed analyses, fidelity scores will be computed, allowing for the establishment of thresholds (e39-40).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

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**Status:** Submitted  
**Last Updated:** 09/29/2023 12:38 PM

Status: Submitted

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## Technical Review Coversheet

**Applicant:** Alliance for Inclusion and Prevention, Inc. (S411C230221)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	30	29
<b>Sub Total</b>	30	29
<b>Total</b>	30	29

# Technical Review Form

Panel #3 - Early-phase Tier II Panel - 3: 84.411C

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

Applicant: Alliance for Inclusion and Prevention, Inc. (S411C230221)

## 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: 29

#### Sub

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

#### Strengths:

The applicant described the proposed project (SELECT) as one that will serve 11,199 students of low income, with disabilities, and English language learners enrolled in grades K-5 in 26 elementary schools. SELECT school model is the integration of trauma-informed social-emotional learning (TI-SEL) at both the classroom and counseling tiers of MTSS, nested within the whole school framework of US ED's Trauma-Sensitive Schools Training Package and was created for US ED by the National Center for Safe and Supported Learning Communities (e 16). The proposed program includes providing parent/caregiver training of the SEL Kernel skills and activities. The project's Independent Evaluator will be the Evaluation Group, which is a leading nonprofit research organization dedicated to improving outcomes for youth and will be assisted by Harvard Graduate School of Education as subcontractors. The applicant meets WWC standards by identifying the four confirmatory questions for the proposed project. Questions: What is the impact of SELECT Schools on Students' Grade 4-5 ELA achievement, students' Grade 4-5 math achievement, whole school chronic absences >10%, and school discipline referral rates after up to three years of implementation (e 35). The proposed project will employ a rigorous quasi-experimental design (QED) that meets WWC 5.0 group design standards with reservations to provide a moderate level of evidence to assess the difference in academic achievement using valid and reliable standardized MA Comprehensive Assessment System (MCAS) Grade 4-5 ELA and math assessments, absentee rates that exceed 10% of school enrollment days, and discipline rates (e 35). The proposed project will meet the WWC standards by determining the effectiveness rating at the outcome domain level for individual studies and intervention reports. The proposed program's priori power analysis indicates the study has enough power to test for statistically significant program effects (MDES=0.087,  $\alpha$ =.05, power=.80) (e 36). The applicant provided a very detailed impact model (e36).

#### Weaknesses:

No weaknesses noted in this section.

Reader's Score: 20

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



**Sub**

**Strengths:**

The applicant identifies the procedures to ensure feedback and continuous quality improvement with the Project School Coordinators using the TSSTP benchmark data to document progress and identify opportunities for CQI. The Data Manager will establish data tracking procedures and produce timely information to guide the project management; the Project Evaluators will lead monthly data reviews to provide CQI feedback; and the Project Staff will work full time in the schools allowing for them to have direct insight into progress and barriers (e 29). The proposed project will conduct management reviews weekly, monthly, and quarterly to analyze data and discuss data collection success/barriers, plan next step, monitor evaluation procedures, and address barriers to data collection. The proposed project will use the annual collected analyzed data from the four outcomes to be pooled in the final year and used for up to three years of implementation. The applicant includes a very specific Logic Model identifying Inputs, Key Components, Outputs, Mediators, Short and Intermediate Outcomes, and Long-term Impacts, which provides a theoretical foundation to guide the program design, evaluation, and interpretation findings (e 69). The proposed project's quarterly reviews of the logic model will provide data to gauge an early impact, suggest program revisions, and identify unintended outcomes. The QED will use a mixed-methods, utilization-focused evaluation approach that combines quantitative and qualitative data sources from multiple reporters for triangulation, thereby enhancing the validity and reliability of the evaluation (e 39).

**Weaknesses:**

No weaknesses noted in this section.

**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 applicant's objectives are to improve students' SEL skill acquisition and decrease chronic absences and disciplinary referrals. Expected outcomes are improved and sustained trauma-informed school climate, and increased achievement and attainment of all students, including high-need students (e 13). The applicant identified two goals: (1) Improve academic achievement by enhancing schools' MTSS with trauma-informed, COVID-responsive, equity-based student supports that are integrated across tiers; (2) Improve school climate by providing each school's instructional, administrative, and clinical staff and caregiver/parents with professional development that builds awareness of trauma's impact and reinforce SEL skills (e 24-25). Each goal has the objectives, measures, and specific baselines defined. Example: Measure-increase by two percentage points the number of 4th, and 5th grade students meeting proficiency in Math, increasing by additional percentage points each subsequent year. The applicant includes a very specific Logic Model identifying Inputs, Key Components, Outputs, Mediators, Short and Intermediate Outcomes, and Long-term Impacts (e 69). The Logic Model includes details of providing training to parents and caregivers, and community partners.

**Weaknesses:**

The applicant lacks details of the improvement percentages of the math and ELA academic achievement

**Reader's Score:** 4

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