

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

Status: Submitted

Last Updated: 08/12/2013 10:54 PM

Technical Review Coversheet

Applicant: Center for Collaborative Education (U363A130020)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement (Optional):		
1. Summary Statement:	0	
Sub Total	0	
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	45	43
Quality of the Project Evaluation		
1. Quality of Project Eval	15	15
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Quality of Mgmt Plan	15	15
Sub Total	100	98
Priority Questions		
Invitational Priority 1		
Invitational Priority 1		
1. Building Leadership	0	0
Sub Total	0	0
Invitational Priority 2		
Invitational Priority 2		
1. Moderate Evidence	0	0
Sub Total	0	0
Total	100	98

Technical Review Form

Panel #2 - SLP Review Panel - 2: 84.363A

Reader #1: *****

Applicant: Center for Collaborative Education (U363A130020)

Questions

Summary Statement - Summary Statement (Optional):

1. General Comments:

General:

Reader's Score:

Selection Criteria - Quality of Project Design

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

- (1.) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (2.) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
- (3.) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (4.) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

Strengths:

The applicant clearly demonstrates how the project is based upon a framework of up-to-date knowledge from research and effective practice. The overarching goal is "to provide powerful professional development to new administrators leading LAUSD's autonomous schools in order to build school leader capacity to positively impact educator quality and student achievement, while attaining a Professional Clear Administrator Services Credential" (page 8). The project will incorporate strategies such as support from mentor coaches who have led successful schools; highly interactive learning modules that integrate practice and theory; emphasis on reflective practice; and a requirement to apply learning through two significant inquiry-based field projects that could lead to improvement in student learning (page 2). Project goals and objectives are clearly specified (pages 12-27).

The applicant clearly describes the problems facing the partner school district as well as the needs of the participants. The school district is plagued with low achievement, high dropout rates, low four-year graduation rates, and many high school graduates who are not college or career-ready (page 3). The school administrators struggle with the ability to create cultures of high expectations and rigor and transitioning schools into safe, welcoming, and engaging environments (page 6). The applicant has outlined a sufficient plan to assist the new and current school leaders in addressing the issues they face in an effort to likely reduce some of the symptoms of an underperforming school. The program is framed around the LAUSD's School Leadership Framework standards which emphasize cultivating instructional leadership (page 7). For example, during the two year program, the participants will receive six mentoring, support and assistance components which include mentoring, field projects to yield reform initiatives that lead to improvement in student learning, cohort

meetings, curriculum modules, and reflections on their progress as a leader (pages 20-23).

The proposed project seeks to improve teaching and learning by better preparing candidates for the intricacies of leading a school that suffers from low expectations and substandard results. The proposed program integrates the Los Angeles Unified School District's All Youth Achieving initiative in an effort to increase student achievement and high school graduation rates (page 4). The participants will be trained to think systematically and act strategically which may impact instructional skill and student achievement (abstract). The applicant outlines its plan of effective professional development which is a two-year, competency-based leadership development program that will lead to a Professional Clear Administrative Services Credential (page 1). By sufficiently preparing the school leaders, the applicant increases the likelihood of increasing student achievement.

The applicant provides an adequate description of how the project will produce information to guide the replication of the project. The project management team and WestEd will meet with the Talent Management Executive Director twice annually to assess project impact and implications for replication or expansion to additional high-need, underperforming LAUSD schools by collecting continuous feedback which provides information on lessons learned and identification of effective practices (pages 27, 41-42).

Weaknesses:

The outcomes are not measureable. The outcomes for student achievement could have been strengthened by providing a quantifier for positive change and the assessment used to measure growth (pages 12-13).

Reader's Score: 43

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the project evaluation of the proposed project. In determining the quality of the project evaluation of the proposed project, the Secretary considers:

- (1.) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**
- (2.) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.**
- (3.) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

Strengths:

The applicant outlines an evaluation plan for the project that is sufficient to yield information on the success and impact of the project. An external evaluator will be responsible for conducting formative and summative evaluations that will use a mixed method and objective driven method. The evaluations conducted should provide the applicant with meaningful information to improve service delivery and enhance program outcomes by providing timely feedback. The logic model provided clearly explains the project in terms of inputs, outputs, activities and outcomes in various stages (page 30).

The applicant clearly outlines the methods that will be used to determine the effectiveness of the program implementation. For example, the external evaluator will use a case study approach to assess the implementation and effectiveness of the program. To ensure reliability of the evaluation, the applicant will develop a case study protocol to guide data collection, analysis, and reporting of findings (page 32). Quantitative and qualitative data and findings will be reported in order to provide the applicant with feedback to determine program effectiveness.

The applicant presents an appropriate description of how the project will ensure feedback and permit periodic assessment. The external evaluator will provide feedback that describes the implementation of all components of the

program and will assess how the program is progressing toward meeting objectives based on performance measures and attaining short-, medium-, and long-term outcomes (page 29). In addition, a Project Management Team meeting will occur twice per month to debate decisions on key programmatic issues and to conduct a quarterly review of all project activities, timelines, and deliverables (page 46). The applicant will ensure performance feedback and an assessment of progress by having the project advisory team meet quarterly to provide advice and guidance to the project, as well as, the evaluator providing continuous feedback to analyze and make mid-course corrections. These strategies will allow the applicant to ensure that the program is being implemented with fidelity and quality according to the projected timeline.

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Selection Criteria - Significance

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

- (1.) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.**
- (2.) The likelihood that the proposed project will result in system change or improvement.**
- (3.) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

Strengths:

The applicant conveys the importance of turning around the lowest performing schools within its district. The proposed program seeks to build the leadership capacity of 140 school district administrators by providing professional development and providing the opportunity to earn a Professional Clear Administrative Services Credential. The program seeks to be state-certified through the Alternative Professional Clear Administrative Services Credential Programs option within the state of California. By demonstrating success, the applicant increases the opportunities for replication to other California urban districts (page 41).

The proposed program is aligned with the district's initiative and is founded upon the district's School Leadership Frameworks standards (page 36). The program has a significant chance of graduating school leaders prepared for success using the district's framework and resources, thus increasing the likelihood of systemic change or improvement.

The applicant presents a sufficient description of how the outcomes of the project are important to improvements in teaching and student achievement. By providing administrators the opportunity to participate in a leadership development program and attain a Clear Credential, the project will likely result in improving principals' abilities to lead the turnaround efforts at their schools. According to the research stated in the proposal, the quality of leadership is second only to the quality of classroom instruction in raising student performance. By gaining new leadership skills, principals will be able to affect change in teaching and student achievement (page 37).

Weaknesses:

No weaknesses noted.

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan the Secretary considers:

- (1.) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- (2.) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The applicant outlines a clear management plan to effectively guide the implementation and operation of the project. The project will have two co-Principal Investigators who will oversee project management and coordination (page 45). Each co-Principal Investigator represents the two entities involved in creating the proposed project, which illustrates their strong partnership. Other key members include a project director, project evaluator, project coordinator and curriculum director who make up the Project Management Team. The time commitments of key personnel appear to be adequate for the scope of work. The management plan includes an alignment of activities/tasks, person(s) responsible, and a timeline to ensure the accomplishment of project tasks (pages 49-50).

The external evaluator will be responsible for providing continuous feedback to the project management team. The evaluator will track all program performance measures, including the percentage of candidates who graduate within two years, student learning growth rates in candidates' schools and percentage of graduates rated as effective and highly effective. The data will be compiled and provided to the co-PIs, project management team, and advisory committee so that decisions can be made in a timely manner to make mid-course corrections. The project management team will meet twice per month to make key decisions and to conduct a quarterly review of all project activities, timelines, and deliverables to ensure that the program is implemented with fidelity and quality (page 48).

Weaknesses:

No weaknesses noted.

Priority Questions

Invitational Priority 1 - Invitational Priority 1

1. Projects that implement professional development for current principals (including assistant principals), especially in schools that the State educational agency (SEA) has identified as persistently lowest-achieving schools, or in schools that the SEA has identified in accordance with its approved ESEA flexibility request as priority schools or focus schools to: (1) Help them master essential school leadership skills, such as evaluating and providing feedback to teachers, analyzing student data, developing school leadership teams, and creating a positive school environment; and (2) enable them to support instruction in their schools aligned to college- and career-ready standards.

General:

The applicant did respond to the invitational priority.

Reader's Score: 0

Invitational Priority 2 - Invitational Priority 2

- 1. Projects that provide principal preparation, professional development, or both that are supported by moderate evidence of effectiveness.**

General:

The applicant did not respond to the invitational priority.

Reader's Score: 0

Status: Submitted

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Status: Submitted

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Technical Review Coversheet

Applicant: Center for Collaborative Education (U363A130020)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement (Optional):		
1. Summary Statement:	0	
Sub Total	0	
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	45	44
Quality of the Project Evaluation		
1. Quality of Project Eval	15	15
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Quality of Mgmt Plan	15	15
Sub Total	100	99
Priority Questions		
Invitational Priority 1		
Invitational Priority 1		
1. Building Leadership	0	0
Sub Total	0	0
Invitational Priority 2		
Invitational Priority 2		
1. Moderate Evidence	0	0
Sub Total	0	0
Total	100	99

Technical Review Form

Panel #2 - SLP Review Panel - 2: 84.363A

Reader #2: *****

Applicant: Center for Collaborative Education (U363A130020)

Questions

Summary Statement - Summary Statement (Optional):

1. General Comments:

General:

Reader's Score:

Selection Criteria - Quality of Project Design

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

- (1.) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (2.) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
- (3.) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (4.) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

Strengths:

The applicant presents a satisfactory project design. The project's goal is to provide professional development to new school leaders and assist them in obtaining a Professional Clear Administrator Services Credential. The applicant offers four of the five performance measures that the Secretary established as four of their six program outcomes (pgs. 12-13) which will aid in assessing program effectiveness. The participants will be mostly new principals and assistant principals of new and conversion schools which opened within the past three years (pg. 6). The project features relevant activities, including self-assessment, individualized mentoring plan, interactive curriculum modules, and field projects (pgs. 19-22). In particular, the field projects are an excellent strategy to build leadership skills because the participants will discover and work on strategies to improve areas in their own schools.

Weaknesses:

The applicant fails to sufficiently discuss the graduation rate outcome, including how a higher four-year graduation rate will be defined and how it will be measured (pgs. 12 and 35).

Reader's Score: 44

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the project evaluation of the proposed project. In determining the quality of the project evaluation of the proposed project, the Secretary considers:

- (1.) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**
- (2.) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.**
- (3.) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

Strengths:

The applicant submits a satisfactory evaluation plan. The applicant will contract with an external evaluation firm. A case study approach will be used and is an effective way to assess program implementation and outcomes (pgs. 32-33). The plan features both formative and summative evaluations and intends to measure progress toward performance measures. Most of the proposed evaluation questions are designed to be answered using qualitative and/or quantitative data (pg. 28). Participants and mentors will take surveys which will provide data about their program experiences and perspectives (pg. 29). Participants and program staff will also participate in interviews which can offer helpful information for program improvement. Student achievement and performance data will be collected from standardized test results, district Academic Growth over Time outcomes, and graduation rates (pg. 34).

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Selection Criteria - Significance

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

- (1.) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.**
- (2.) The likelihood that the proposed project will result in system change or improvement.**
- (3.) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

Strengths:

The applicant sufficiently describes the significance of the project. The proposed project intends to contribute to a stronger understanding of how leadership programs, which are based on district reform agendas and strategies specifically developed for new school administrators, can produce effective school leaders. Participation in these leadership programs can lead to improved student performance in the principals' schools (pg. 38). The leadership development program is designed to assist low-achieving schools. The evaluator will identify and share successful program activities that will best prepare new leaders and indicate strategies that will improve instructional practices (pg. 42).

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan the Secretary considers:

- (1.) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- (2.) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

A satisfactory management plan is described. The applicant has worked with the school district partner for the past seven years during pilot school and leadership development (pg. 43) which indicates a familiar relationship conducive to future collaborations. The program will be housed within the school district's Talent Management Division (pg. 44). A full-time project director will be responsible for the day-to-day project design, development, management, and monitoring. A full-time project coordinator will ensure district coordination and support, while a full-time curriculum director will oversee all curriculum module development and delivery (pgs. 46-47). The evaluator will interview project staff and track performance measures.

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Priority Questions

Invitational Priority 1 - Invitational Priority 1

1. Projects that implement professional development for current principals (including assistant principals), especially in schools that the State educational agency (SEA) has identified as persistently lowest-achieving schools, or in schools that the SEA has identified in accordance with its approved ESEA flexibility request as priority schools or focus schools to: (1) Help them master essential school leadership skills, such as evaluating and providing feedback to teachers, analyzing student data, developing school leadership teams, and creating a positive school environment; and (2) enable them to support instruction in their schools aligned to college- and career-ready standards.

General:

The applicant did respond to the invitational priority.

Reader's Score: 0

Invitational Priority 2 - Invitational Priority 2

1. **Projects that provide principal preparation, professional development, or both that are supported by moderate evidence of effectiveness.**

General:

The applicant did not respond to the invitational priority.

Reader's Score: **0**

Status: Submitted
Last Updated: 08/09/2013 12:13 PM

Status: Submitted

Last Updated: 08/09/2013 05:56 PM

Technical Review Coversheet

Applicant: Center for Collaborative Education (U363A130020)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement (Optional):		
1. Summary Statement:	0	
Sub Total	0	
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	45	43
Quality of the Project Evaluation		
1. Quality of Project Eval	15	15
Significance		
1. Significance	25	25
Quality of the Management Plan		
1. Quality of Mgmt Plan	15	15
Sub Total	100	98
Priority Questions		
Invitational Priority 1		
Invitational Priority 1		
1. Building Leadership	0	0
Sub Total	0	0
Invitational Priority 2		
Invitational Priority 2		
1. Moderate Evidence	0	0
Sub Total	0	0
Total	100	98

Technical Review Form

Panel #2 - SLP Review Panel - 2: 84.363A

Reader #3: *****

Applicant: Center for Collaborative Education (U363A130020)

Questions

Summary Statement - Summary Statement (Optional):

1. General Comments:

General:

Reader's Score:

Selection Criteria - Quality of Project Design

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

- (1.) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (2.) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
- (3.) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (4.) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

Strengths:

- This application has very specific objectives, activities, and outcomes outlined. In addition to providing program goals and overall outcomes (p. 12-13), it also provides examples throughout the application. For example, the two field projects (p. 20-21) are described. This includes the types of projects that could be completed (p. 21).
- The project also describes how it will provide additional guidance for those participants who do not successfully complete the program within the timeline (p. 24 and 27), demonstrating a commitment to their leadership and their success.
- The emphasis on recruiting teams (p. 25) from single schools also could be very effective in providing a united front.

Weaknesses:

- o On page 13, student achievement is described as "higher four-year" which is not specific. It is unclear if any improvement is acceptable.
- o Although it is clear why the program would want to videotape, it is possible that this will inhibit some of the discussion, and participants may not view this as a "safe place" (p. 23).

Reader's Score: 43

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the project evaluation of the proposed project. In determining the quality of the project evaluation of the proposed project, the Secretary considers:

- (1.) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
- (2.) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.
- (3.) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Strengths:

- The logic model is comprehensive and breaks out the outcomes into short-, medium-, and long-term (p. 30).
- The framework, a case study approach, for collecting the data is specified (p. 28).
- The project objectives are aligned with the performance measures (p. 35).
- The measures are specified and described (p. 33).
- The School Leadership Framework, funded by an ED grant, has already been developed and implemented (p. 34).
- The data collection timeline has been specified and seems manageable in terms of collection.
- The information will be shared.
- Improved student achievement will be measured as outlined in Exhibit B (p. 35).

Weaknesses:

No weaknesses found.

Reader's Score: 15

Selection Criteria - Significance

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

- (1.) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.
- (2.) The likelihood that the proposed project will result in system change or improvement.
- (3.) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

Strengths:

- This program will be implemented in a relatively different school framework (i.e., autonomous schools). This will provide a significant contribution to best practices in this setting.
- Furthermore, by developing an alternative path for credentials that is specifically tailored to district needs and standards will also be beneficial for other districts who need additional paths and who have unique circumstances that need to be considered.
- It is also likely that the focus on developing teams within schools rather than single individuals will bring positive change first to the school and then as a result, the districts.
- The program is also looking to build capacity by training those in the program to support others in the future. This will not

only support continuation of the program beyond the grant but will further strengthen the new coaches'/mentors' skills and abilities.

- The program is also incorporating other initiatives within the district (p. 42) which will further embed this program within the culture of the district.

Weaknesses:

- No major weaknesses.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan the Secretary considers:

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

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

Strengths:

- Having full-time co-PIs, curriculum director, and administrative assistant will help ensure full effort and focus on the program.
- Timeline is aligned with objectives with clear benchmarks.
- Each of the team members has the necessary credentials and experience in large urban districts that should help support the program effectively. There is also experience with similar autonomous schools in another large urban district.
- Management team has prior experience with federal grants.
- Budget explanations are detailed and should be adequate to support the activities (note: there is no explanation of where these funds will come from once the grant is completed).
- The application included position descriptions and other documentation which illustrates an ability to begin immediately and knowledge of what is required.

Weaknesses:

No weaknesses found.

Reader's Score: 15

Priority Questions

Invitational Priority 1 - Invitational Priority 1

1. Projects that implement professional development for current principals (including assistant principals), especially in schools that the State educational agency (SEA) has identified as persistently lowest-achieving schools, or in schools that the SEA has identified in accordance with its approved ESEA flexibility request as priority schools or focus schools to: (1) Help them master essential school leadership skills, such as evaluating and providing feedback to teachers, analyzing student data, developing school

leadership teams, and creating a positive school environment; and (2) enable them to support instruction in their schools aligned to college- and career-ready standards.

General:

The applicant did respond to the invitational priority.

Reader's Score: 0

Invitational Priority 2 - Invitational Priority 2

1. **Projects that provide principal preparation, professional development, or both that are supported by moderate evidence of effectiveness.**

General:

The applicant did not respond to this invitational priority.

Reader's Score: 0

Status: Submitted

Last Updated: 08/09/2013 05:56 PM