

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

Status: Submitted

Last Updated: 09/25/2012 04:29 PM

Technical Review Coversheet

Applicant: California Association for Bilingual Education (U411C120057)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	25	25
Significance		
1. Significance	35	35
Quality of the Management Plan and Personnel		
1. Management and Personnel	20	19
Quality of the Project Evaluation		
1. Project Evaluation	20	0
Sub Total	100	79
Priority Questions		
Competitive Preference Priority		
Innovations for Improving Early Learning Outcomes		
1. CPP 6	1	0
Innovations that Support College Access & Success		
1. CPP 7	1	
Innovations to Address the Unique Learning Needs		
1. CPP 8	1	1
Improving Productivity		
1. CPP 9	1	
Technology		
1. CPP 10	1	
Sub Total	5	1
Total	105	80

Technical Review Form

Panel #8 - Full Development Panel - 8: 84.411C

Reader #1: *****

Applicant: California Association for Bilingual Education (U411C120057)

Questions

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 project design, the Secretary considers the following factors:

(1) The extent to which the proposed project has a clear set of goals and an explicit strategy, with actions that are (a) aligned with the priorities the eligible applicant is seeking to meet, and (b) expected to result in achieving the goals, objectives, and outcomes of the proposed project.

(2) The eligible applicants estimate of the cost of the proposed project, which includes the start-up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 250,000, and 500,000 students.

(3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

Strengths:

Project 2INSPIRE detailed 7 key strategies to reach defined program goals, objectives and outcomes.

The applicant has been refining 2INSPIRE over an eight year period.

Scale up costs are included for 100,000, 250,000, and 500,000 students.

Clear and measurable goals and objectives were included.

The Replication kits designed will be distributed through conference presentations, website, and print material.

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Significance

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

(1) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the eligible applicant demonstrates that, if funded, the proposed project likely will have a positive impact, as measured by the importance or magnitude of the effect, on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

Strengths:

Data was included on page 16 and 17 that show academic gains for students of participating parents.

The proposed project addresses the absolute priorities of the application.

The applicant identified the lack of experimental research studies regarding parent engagements effect on student achievement in diverse populations. They propose to document the effect of this shared responsibility.

Weaknesses:

No weaknesses noted.

Reader's Score: 35

Selection Criteria - Quality of the Management Plan and Personnel

1. The Secretary considers the quality of the management plan and personnel for the proposed project. In determining the quality of the management plan and personnel for the proposed project, the Secretary considers the following factors:

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

(2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.

Strengths:

A detailed timeline with defined responsibilities and milestones was included in the application.

Weaknesses:

The applicant did not address implementing the proposed project on time or within budget.

Reader's Score: 19

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the project evaluation. In determining the quality of the project evaluation to be conducted, the Secretary considers the following factors:

- (1) The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, and permit periodic assessment of progress toward achieving intended outcomes.
- (2) The extent to which the evaluation will provide sufficient information about the key elements and approach of the project to facilitate further development, replication, or testing in other settings.
- (3) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

General:

N/A scored by another reviewer

Reader's Score: 0

Priority Questions

Competitive Preference Priority - Innovations for Improving Early Learning Outcomes

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To meet this priority, applications must focus on
 - (a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);
 - (b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and
 - (c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.

Strengths:

Transition between early learning programs and elementary schools are addressed in the project.

A support team will be organized to work in each school.

Weaknesses:

The effectiveness of the training modules for preschool youth is unclear.

Reader's Score: 0

Competitive Preference Priority - Innovations that Support College Access & Success

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for K-12

students that

- (a) address students' preparedness and expectations related to college;
- (b) help students understand issues of college affordability and the financial aid and college application processes; and
- (c) provide support to students from peers and knowledgeable adults.

Strengths:

Weaknesses:

Reader's Score:

Competitive Preference Priority - Innovations to Address the Unique Learning Needs

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must provide for the implementation of particular practices, strategies, or programs that are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.

Strengths:

English language learners whose parents participated in the program over the past 8 years made gains in English/Language arts and began closing achievement gaps in math. This project is expected to sustain those changes.

Weaknesses:

no weaknesses noted.

Reader's Score: 1

Competitive Preference Priority - Improving Productivity

1. We give competitive preference to applications for projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource). Such projects may include innovative and sustainable uses of technology, modification of school schedules and teacher compensation systems, use of open educational resources (as defined in this notice), or other strategies.

Strengths:

Weaknesses:

Reader's Score:

Competitive Preference Priority - Technology

1. We give competitive preference to applications for projects that are designed to improve student achievement or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

Strengths:

Weaknesses:

Reader's Score:

Status: Submitted
Last Updated: 09/25/2012 04:29 PM

Status: Submitted

Last Updated: 09/24/2012 12:34 PM

Technical Review Coversheet

Applicant: California Association for Bilingual Education (U411C120057)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	25	25
Significance		
1. Significance	35	35
Quality of the Management Plan and Personnel		
1. Management and Personnel	20	20
Quality of the Project Evaluation		
1. Project Evaluation	20	0
Sub Total	100	80
Priority Questions		
Competitive Preference Priority		
Innovations for Improving Early Learning Outcomes		
1. CPP 6	1	1
Innovations that Support College Access & Success		
1. CPP 7	1	
Innovations to Address the Unique Learning Needs		
1. CPP 8	1	1
Improving Productivity		
1. CPP 9	1	
Technology		
1. CPP 10	1	
Sub Total	5	2
Total	105	82

Technical Review Form

Panel #8 - Full Development Panel - 8: 84.411C

Reader #2: *****

Applicant: California Association for Bilingual Education (U411C120057)

Questions

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 project design, the Secretary considers the following factors:

(1) The extent to which the proposed project has a clear set of goals and an explicit strategy, with actions that are (a) aligned with the priorities the eligible applicant is seeking to meet, and (b) expected to result in achieving the goals, objectives, and outcomes of the proposed project.

(2) The eligible applicants estimate of the cost of the proposed project, which includes the start-up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 250,000, and 500,000 students.

(3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

Strengths:

The applicant proposes to address the Parent Engagement Absolute Priority and the proposal for Project 2Inspire is aligned with Absolute Priority 3- Parent Engagement and is intended to build the capacity of schools to establish an effective, ongoing parental engagement program that brings a family, school and community partnership to increase student achievement. The goals that Project 2 Inspire proposes to meet are to improve student achievement through decreasing the gap between the achievement of ELL ,SED by 4% [e26] on the California State Assessment test. While meeting the needs of special education students as had been shown in earlier incarnations of the project elements [e25,e33].

The applicant presents Per student costs as \$114 and the applicant provides a scale up cost chart up to half a million children to be served [e28

The costs presented are reasonable and cost effective in relation to actually decreasing the achievement gap and the significance of a thirteen year delivery of a model of parent engagement with ever increasing numbers of students .

Project 2Inspire has over the years produced Action Teams for Partnership that has remained in the schools where incarnations have been implemented as well as school, parent and community capacities to continue partnership training. [e29]

Weaknesses:

No weaknesses identified

Reader's Score: 25

Selection Criteria - Significance

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

- (1) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.
- (2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.
- (3) The extent to which the eligible applicant demonstrates that, if funded, the proposed project likely will have a positive impact, as measured by the importance or magnitude of the effect, on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

Strengths:

The applicant presents a workable family, school and community approach to decreasing the low income (SED), ELL (English Language Learner) and special needs student gap in student achievement. If their 4% improvement finding can be replicated this project will contribute to the literature in a significant manner. Although a 4% decrease in the achievement gap is significant the project will advance the field of family engagement if this decrease can be replicated and expanded.

The applicant has eight years of replication of various elements of Project 2 Inspire with similar outcomes for smaller populations of students is its main strengths. If the evaluation finds that the entire project continues to decrease the achievement gap the impact will be significant on the current state of family engagement literature.

Weaknesses:

no weakness identified.

Reader's Score: 35

Selection Criteria - Quality of the Management Plan and Personnel

1. The Secretary considers the quality of the management plan and personnel for the proposed project. In determining the quality of the management plan and personnel for the proposed project, the Secretary considers the following factors:

- (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks, as well as tasks related to the sustainability and scalability of the proposed project.
- (2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.

Strengths:

The achievable management task analysis, timeline and outline of responsibilities that the applicant plans to implement to achieve the objectives described on [e34-36] is a proposal strength. The applicant provides a chart of tasks and their role within the project on a general timeline toward achieving specific project objectives.

The applicant has eight years of replication of various elements of Project 2 Inspire with similar outcomes for smaller populations of students. If the evaluation finds that the entire project continues to decrease the achievement gap the impact will be significant on the current state of family engagement literature.

The proposed project director has directed each iteration of Project 2 Inspire over the past eight years and has the experience and skills to implement this enlarged and enhanced project. Other project principals' resumes are included in the proposal and they show the requisite skills to manage the tasks to which they have been assigned [e 37-38; e78-100]

Weaknesses:

No weakness identified.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the project evaluation. In determining the quality of the project evaluation to be conducted, the Secretary considers the following factors:

(1) The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, and permit periodic assessment of progress toward achieving intended outcomes.

(2) The extent to which the evaluation will provide sufficient information about the key elements and approach of the project to facilitate further development, replication, or testing in other settings.

(3) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

Strengths:

N/A-scored by another reviewer.

Weaknesses:

Reader's Score: 0

Priority Questions**Competitive Preference Priority - Innovations for Improving Early Learning Outcomes**

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To

meet this priority, applications must focus on

- (a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);
- (b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and
- (c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.

Strengths:

The applicant addressed all of the areas of this Competitive Preference Priority through the goals of the Village project. This is the applicant's strength and the focus of their entire proposal.

Weaknesses:

Reader's Score: 1

Competitive Preference Priority - Innovations that Support College Access & Success

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for K-12 students that
 - (a) address students' preparedness and expectations related to college;
 - (b) help students understand issues of college affordability and the financial aid and college application processes; and
 - (c) provide support to students from peers and knowledgeable adults.

Strengths:

Weaknesses:

Reader's Score:

Competitive Preference Priority - Innovations to Address the Unique Learning Needs

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must provide for the implementation of particular practices, strategies, or programs that

are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.

Strengths:

The applicant's strength in their application is the detail in providing services to ELL and the fact that they address (in a somewhat limited fashion) the inclusion of special needs students and the fact that they have selected a curriculum, The Incredible Years that has been designed to focus on their social and mental health and emotional needs

Weaknesses:

Reader's Score: 1

Competitive Preference Priority - Improving Productivity

1. We give competitive preference to applications for projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource). Such projects may include innovative and sustainable uses of technology, modification of school schedules and teacher compensation systems, use of open educational resources (as defined in this notice), or other strategies.

Strengths:

Weaknesses:

Reader's Score:

Competitive Preference Priority - Technology

1. We give competitive preference to applications for projects that are designed to improve student achievement or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

Strengths:

Weaknesses:

Reader's Score:

Status: Submitted
Last Updated: 09/24/2012 12:34 PM

Status: Submitted

Last Updated: 09/24/2012 10:22 AM

Technical Review Coversheet

Applicant: California Association for Bilingual Education (U411C120057)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	25	0
Significance		
1. Significance	35	0
Quality of the Management Plan and Personnel		
1. Management and Personnel	20	0
Quality of the Project Evaluation		
1. Project Evaluation	20	17
Sub Total	100	17
Priority Questions		
Competitive Preference Priority		
Innovations for Improving Early Learning Outcomes		
1. CPP 6	1	
Innovations that Support College Access & Success		
1. CPP 7	1	
Innovations to Address the Unique Learning Needs		
1. CPP 8	1	
Improving Productivity		
1. CPP 9	1	
Technology		
1. CPP 10	1	
Sub Total	5	
Total	105	17

Technical Review Form

Panel #8 - Full Development Panel - 8: 84.411C

Reader #3: *****

Applicant: California Association for Bilingual Education (U411C120057)

Questions

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 project design, the Secretary considers the following factors:

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(3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

Selection Criteria - Significance

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

(1) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the eligible applicant demonstrates that, if funded, the proposed project likely will have a positive impact, as measured by the importance or magnitude of the effect, on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

Selection Criteria - Quality of the Management Plan and Personnel

1. The Secretary considers the quality of the management plan and personnel for the proposed project. In determining the quality of the management plan and personnel for the proposed project, the Secretary considers the following factors:

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(2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the project evaluation. In determining the quality of the project evaluation to be conducted, the Secretary considers the following factors:

(1) The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, and permit periodic assessment of progress toward achieving intended outcomes.

(2) The extent to which the evaluation will provide sufficient information about the key elements and approach of the project to facilitate further development, replication, or testing in other settings.

(3) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

Strengths:

The proposal includes a specific research hypothesis concerning a link between project programs and student achievement. The independent evaluator will work with project staff to develop evaluation measures (page e38). Specific evaluation activities are included appropriately within the management plan (pages e34-e37). The periodic assessments included in the management plan should provide sufficient data to determine if the project is on track. The evaluation plan includes activities for both process and outcomes, which should

provide sufficient data for replication at other sites. The plan mentions specific survey instruments to be used (page e39) and specific independent variables and analysis methods (page e41). The plan includes sufficient funds to conduct evaluation activities.

Weaknesses:

It is not clear how the comparison group mentioned on page e40 will be selected. The second evaluation question on page e38 concerns changes from the involvement of community based organizations and pre-school involvement but it is not clear to what outcomes this refers. Goal B and Goal C are not mentioned in the evaluation plan and evaluation activities for these two goals are not included in the management plan. The proposal does not indicate who will be conducting interviews and focus groups. It also does not indicate how the qualitative data will be integrated into the project evaluation.

Reader's Score: 17

Priority Questions

Competitive Preference Priority - Innovations for Improving Early Learning Outcomes

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To meet this priority, applications must focus on

- (a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);
- (b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and
- (c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.

Strengths:

Weaknesses:

Reader's Score:

Competitive Preference Priority - Innovations that Support College Access & Success

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for K-12 students that

- (a) address students' preparedness and expectations related to college;
- (b) help students understand issues of college affordability and the financial aid and college application processes; and

(c) provide support to students from peers and knowledgeable adults.

Strengths:

Weaknesses:

Reader's Score:

Competitive Preference Priority - Innovations to Address the Unique Learning Needs

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must provide for the implementation of particular practices, strategies, or programs that are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.

Strengths:

Weaknesses:

Reader's Score:

Competitive Preference Priority - Improving Productivity

1. We give competitive preference to applications for projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource). Such projects may include innovative and sustainable uses of technology, modification of school schedules and teacher compensation systems, use of open educational resources (as defined in this notice), or other strategies.

Strengths:

Weaknesses:

Reader's Score:

Competitive Preference Priority - Technology

1. We give competitive preference to applications for projects that are designed to improve student achievement or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

Strengths:

Weaknesses:

Reader's Score:

Status: Submitted
Last Updated: 09/24/2012 10:22 AM

Status: Submitted

Last Updated: 09/24/2012 11:01 AM

Technical Review Coversheet

Applicant: California Association for Bilingual Education (U411C120057)

Reader #4: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	25	0
Significance		
1. Significance	35	0
Quality of the Management Plan and Personnel		
1. Management and Personnel	20	0
Quality of the Project Evaluation		
1. Project Evaluation	20	16
Sub Total	100	16
Priority Questions		
Competitive Preference Priority		
Innovations for Improving Early Learning Outcomes		
1. CPP 6	1	0
Innovations that Support College Access & Success		
1. CPP 7	1	0
Innovations to Address the Unique Learning Needs		
1. CPP 8	1	0
Improving Productivity		
1. CPP 9	1	0
Technology		
1. CPP 10	1	0
Sub Total	5	0
Total	105	16

Technical Review Form

Panel #8 - Full Development Panel - 8: 84.411C

Reader #4: *****

Applicant: California Association for Bilingual Education (U411C120057)

Questions

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 project design, the Secretary considers the following factors:

(1) The extent to which the proposed project has a clear set of goals and an explicit strategy, with actions that are (a) aligned with the priorities the eligible applicant is seeking to meet, and (b) expected to result in achieving the goals, objectives, and outcomes of the proposed project.

(2) The eligible applicants estimate of the cost of the proposed project, which includes the start-up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 250,000, and 500,000 students.

(3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

Strengths:

N/A scored by another reviewer.

Weaknesses:

N/A scored by another reviewer.

Reader's Score: 0

Selection Criteria - Significance

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

(1) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the eligible applicant demonstrates that, if funded, the proposed project likely will have a positive impact, as measured by the importance or magnitude of the effect, on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

Strengths:

N/A scored by another reviewer.

Weaknesses:

Reader's Score: 0

Selection Criteria - Quality of the Management Plan and Personnel

1. The Secretary considers the quality of the management plan and personnel for the proposed project. In determining the quality of the management plan and personnel for the proposed project, the Secretary considers the following factors:

- (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks, as well as tasks related to the sustainability and scalability of the proposed project.
- (2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.

Strengths:

N/A scored by another reviewer.

Weaknesses:

Reader's Score: 0

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the project evaluation. In determining the quality of the project evaluation to be conducted, the Secretary considers the following factors:

- (1) The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, and permit periodic assessment of progress toward achieving intended outcomes.
- (2) The extent to which the evaluation will provide sufficient information about the key elements and approach of the project to facilitate further development, replication, or testing in other settings.
- (3) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

Strengths:

HLM modeling is appropriate for students within schools.

The external evaluator is capable of completing the identified evaluation tasks.

Weaknesses:

The eight questions presented at the introduction of the evaluation section are qualitative and not addressed in any significant way by the evaluation plan presented in the proposal (p. 21).

No validity or reliability data is presented for any of the surveys proposed or how issues of confidentiality will be addressed.

There is no discussion of how treatment schools were selected or comparison schools were matched for the evaluation study, only that they would be from same district (p.23)

No appendix with a full description of methods and instruments was found (p.22) for content/themes or validated.

There is no discussion of how qualitative data will be analyzed.

The data showing the impact of 2INSPIRE is difficult to assess. The "grade level cases" do not isolate the "treatment" as the causal factor in the difference in student performance and the gains reported for "on-grade-level" performance are discussed in relation to actual participation (dosage) in the program.

Reader's Score: 16

Priority Questions

Competitive Preference Priority - Innovations for Improving Early Learning Outcomes

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To meet this priority, applications must focus on

(a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);

(b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and

(c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.

Strengths:

N/A This item scored by another reviewer.

Weaknesses:

Reader's Score: 0

Competitive Preference Priority - Innovations that Support College Access & Success

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for K-12 students that

- (a) address students' preparedness and expectations related to college;
- (b) help students understand issues of college affordability and the financial aid and college application processes; and
- (c) provide support to students from peers and knowledgeable adults.

Strengths:

N/A This item scored by another reviewer.

Weaknesses:

Reader's Score: 0

Competitive Preference Priority - Innovations to Address the Unique Learning Needs

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must provide for the implementation of particular practices, strategies, or programs that are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.

Strengths:

N/A This item scored by another reviewer.

Weaknesses:

Reader's Score: 0

Competitive Preference Priority - Improving Productivity

1. We give competitive preference to applications for projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource). Such projects may include innovative and sustainable uses of technology, modification of school schedules and teacher compensation systems, use of open educational resources (as defined in this notice), or other strategies.

Strengths:

N/A This item scored by another reviewer.

Weaknesses:

Reader's Score: 0

Competitive Preference Priority - Technology

1. We give competitive preference to applications for projects that are designed to improve student achievement or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

Strengths:

N/A This item scored by another reviewer.

Weaknesses:

Reader's Score: 0

Status: Submitted

Last Updated: 09/24/2012 11:01 AM

Status: Submitted

Last Updated: 09/24/2012 02:24 PM

Technical Review Coversheet

Applicant: California Association for Bilingual Education (U411C120057)

Reader #5: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	25	25
Significance		
1. Significance	35	34
Quality of the Management Plan and Personnel		
1. Management and Personnel	20	20
Quality of the Project Evaluation		
1. Project Evaluation	20	0
Sub Total	100	79
Priority Questions		
Competitive Preference Priority		
Innovations for Improving Early Learning Outcomes		
1. CPP 6	1	0
Innovations that Support College Access & Success		
1. CPP 7	1	
Innovations to Address the Unique Learning Needs		
1. CPP 8	1	1
Improving Productivity		
1. CPP 9	1	
Technology		
1. CPP 10	1	
Sub Total	5	1
Total	105	80

Technical Review Form

Panel #8 - Full Development Panel - 8: 84.411C

Reader #5: *****

Applicant: California Association for Bilingual Education (U411C120057)

Questions

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 project design, the Secretary considers the following factors:

(1) The extent to which the proposed project has a clear set of goals and an explicit strategy, with actions that are (a) aligned with the priorities the eligible applicant is seeking to meet, and (b) expected to result in achieving the goals, objectives, and outcomes of the proposed project.

(2) The eligible applicants estimate of the cost of the proposed project, which includes the start-up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 250,000, and 500,000 students.

(3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

Strengths:

Proposal enumerates explicit strategies for engaging parents and moving them to a meaningful point of action & collaboration with schools through such things as serving in instructional and leadership capacities within the program and school environment. (p. 5) Measurable goals & objectives address institutional and individual progress.

Model is research based and driven. Prescriptive/sequential program moves participants from Awareness to Mastery to Expert level allowing those who complete the program to offer services to other participants in their school. (p. 16)

Costs per pupil are enumerated based on actual number of participants projected to be served. Scale up costs and feasibility are addressed. Both are reasonable.

The long-term potential for incorporating this project into ongoing agency initiatives is strong given its focus on both changing institutional attitudes & culture as well as community involvement. The involvement of diverse community stakeholders promotes enthusiasm for continuing to implement the model. Applicant presents a model of how the project could be incorporated on a larger scale.

Weaknesses:

Reader's Score: 25

Selection Criteria - Significance

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

(1) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the eligible applicant demonstrates that, if funded, the proposed project likely will have a positive impact, as measured by the importance or magnitude of the effect, on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

Strengths:

Exceptional approach to this priority is found in:

- 1) Emphasis on a 2-way meaningful model of parent/school collaboration
- 2) Emphasis on improving attitudes and culture for engagement as well as achievement understanding that parent engagement is a shared responsibility (between parents/school personnel) (p. 15)
- 3) Collaborative teaching model: staff join Parent Specialists to present the modules to promote a shared understanding of themes& (p12)

As proposal noted, few experimental research studies assess the impact of parental engagement on student achievement to provide us with replicable program models to improve student achievement of diverse populations. (p. 15) The unique, comprehensive and integrated approach of this proposed project will address that deficit and has potential to advance the theory, knowledge and practice of achieving sustained improvement of student outcomes and parent/community engagement.

Likely to promote improved achievement (both individual & institutional), maintain the motivation of families/students to remain in school. Based upon the research such a program has the likelihood of increasing college enrollment/completion for those students whose families participate.

Weaknesses:

Applicant does not specifically address the unique needs of how such a program would or could be implemented at the HS level.

Reader's Score: 34

Selection Criteria - Quality of the Management Plan and Personnel

1. The Secretary considers the quality of the management plan and personnel for the proposed project. In determining the quality of the management plan and personnel for the proposed project, the Secretary considers the following factors:

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

(2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.

Strengths:

Personnel are highly qualified and have prior experience with similar initiatives. Project personnel represent a balanced mix of parent specialists and educational experts.

Weaknesses:

No weaknesses were noted.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the project evaluation. In determining the quality of the project evaluation to be conducted, the Secretary considers the following factors:

- (1) The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, and permit periodic assessment of progress toward achieving intended outcomes.
- (2) The extent to which the evaluation will provide sufficient information about the key elements and approach of the project to facilitate further development, replication, or testing in other settings.
- (3) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

Strengths:

N/A - Scored by another evaluator.

Weaknesses:

Reader's Score: 0

Priority Questions**Competitive Preference Priority - Innovations for Improving Early Learning Outcomes**

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To meet this priority, applications must focus on

- (a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);
- (b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and
- (c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.

Strengths:

Weaknesses:

Applicant does not specifically address early childhood learning outcomes.

Reader's Score: 0

Competitive Preference Priority - Innovations that Support College Access & Success

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for K-12 students that

- (a) address students' preparedness and expectations related to college;
- (b) help students understand issues of college affordability and the financial aid and college application processes; and
- (c) provide support to students from peers and knowledgeable adults.

Strengths:

Weaknesses:

Reader's Score:

Competitive Preference Priority - Innovations to Address the Unique Learning Needs

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must provide for the implementation of particular practices, strategies, or programs that are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.

Strengths:

By increasing parent engagement, parent/school/community collaboration and supports, the proposed program is designed "to improve student outcomes in participating schools by decreasing the achievement gap of ELs, SEDs, while meeting the needs of Special Ed students." (p. 8)

Weaknesses:

Reader's Score: 1

Competitive Preference Priority - Improving Productivity

1. We give competitive preference to applications for projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource). Such projects may include innovative and sustainable uses of technology, modification of school schedules and teacher compensation systems, use of open educational resources (as defined in this notice), or other strategies.

Strengths:

Weaknesses:

Reader's Score:

Competitive Preference Priority - Technology

1. We give competitive preference to applications for projects that are designed to improve student achievement or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

Strengths:

Weaknesses:

Reader's Score:

Status: Submitted
Last Updated: 09/24/2012 02:24 PM