

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

Status: Submitted

Last Updated: 09/25/2012 04:16 PM

## Technical Review Coversheet

Applicant: Central Falls School District (U411C120033)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	25	21
<b>Significance</b>		
1. Significance	35	30
<b>Quality of the Management Plan and Personnel</b>		
1. Management and Personnel	20	18
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	0
<b>Sub Total</b>	100	69
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Innovations for Improving Early Learning Outcomes</b>		
1. CPP 6	1	1
<b>Innovations that Support College Access &amp; Success</b>		
1. CPP 7	1	
<b>Innovations to Address the Unique Learning Needs</b>		
1. CPP 8	1	1
<b>Improving Productivity</b>		
1. CPP 9	1	
<b>Technology</b>		
1. CPP 10	1	
<b>Sub Total</b>	5	2
<b>Total</b>	105	71

# Technical Review Form

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

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

Applicant: Central Falls School District (U411C120033)

## 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 project included detailed information on goals and objectives.

The cost per pupil is reduced as the project is scaled up making the costs more reasonable.

The project proposes to offer a sustainable program using grant funds to plan and implement a project that can be expanded.

### Weaknesses:

Although goals and objectives were detailed in the application, the specific need and measurement criteria were not linked to the goals in this section.

Establishing "parent governing bodies" in each school is proposed on page 6. No indication is included regarding what they would govern.

It is unclear how the project will support middle school transitions (page 7) in a project proposed for pre-k through grade three (abstract).

The application indicated that the FCU assessment is evidence based but failed to provide that evidence.

The cost per student exceeds \$1,000. This does not seem reasonable in relation to the objectives, design and significant, nor does it appear sustainable.

It is unclear why the scaled costs are significantly lower than the estimated costs per student in this application.

Reader's Score: 21

### 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 research provided indicates that the transitional partnership with Head Start and the Schools would offer momentum and gains on parent involvement and student achievement.

#### Weaknesses:

Current student performance was not addressed, thus it is unclear how effective the project would be regarding raising academic achievement.

Reader's Score: 30

### 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 qualifications of key staff members were included.

A detailed timeline with milestones was provided.

#### Weaknesses:

It is unclear if the personnel detailed have experience managing a project of this scope and size.

Reader's Score: 18

#### 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:**

The applicant proposes to serve preschool through grade three parents and ease the transitions of youth through parent development programs.

**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 social and emotional needs of LEP and Special Needs students was addressed.

**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:**

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**Status:** Submitted  
**Last Updated:** 09/25/2012 04:16 PM

Status: Submitted

Last Updated: 09/24/2012 12:28 PM

## Technical Review Coversheet

Applicant: Central Falls School District (U411C120033)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	25	24
<b>Significance</b>		
1. Significance	35	35
<b>Quality of the Management Plan and Personnel</b>		
1. Management and Personnel	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	0
<b>Sub Total</b>	100	79
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Innovations for Improving Early Learning Outcomes</b>		
1. CPP 6	1	1
<b>Innovations that Support College Access &amp; Success</b>		
1. CPP 7	1	
<b>Innovations to Address the Unique Learning Needs</b>		
1. CPP 8	1	1
<b>Improving Productivity</b>		
1. CPP 9	1	
<b>Technology</b>		
1. CPP 10	1	
<b>Sub Total</b>	5	2
<b>Total</b>	105	81

# Technical Review Form

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

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

Applicant: Central Falls School District (U411C120033)

## 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 Central Falls School District 's strengths are in the depth and thoughtfulness of a proposal to provide universal parent engagement activities to families of children ages 3-8 called We Are A Village. The goals of the project include: (1) parents feel welcomed, valued and respected at their children's schools, (2) parents and families have improved connections and involvement with their peers, school and community, (3) Village schools will demonstrate improved school attendance for children from preschool to third grade, improved school readiness for children entering kindergarten and improved third grade New England Common Assessment Program scores. The parent engagement project is aligned with the Family Engagement Absolute Priority and the Early Learning Competitive Preference Priority and the Innovations to Address the Unique Learning Needs of Students with Disabilities and Limited English Proficiency Competitive Preference Priority. The applicant estimates the cost per child to be \$1,110 and they provide scale up estimates that reduce the cost to @249.76 per child for 500,000 children with a ROI of \$1.45 to #3.55 for the project if the students graduate from High School. The costs are reasonable though expensive if the project results in better student and family engagement Pre-K-12. [12]

The applicant is the public schools and they state that this is an investment and lays the foundation to build on pre-K parent and Community engagement for the elementary school years.

### Weaknesses:

No weakness identified

Reader's Score: 24

## 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:

This project strength is an exceptional approach to achieving family engagement by building a universal citywide family engagement initiative linking the schools, private preschool and Head Start to the Head Start Family and Community Engagement framework via similar goals through cross sector family, school and community training on family engagement and building social and emotional early learning development skills.

If the project achieves the goals and objectives proposed it will have a pronounced magnitude effect on the early learning sector as well as throughout elementary education.

This school initiated project provides the first relatively large scale preschool through grade three test of addressing children's social and emotional development on a multi-years basis through the Incredible Years curriculum. It is also positive that they focused on the Head Start Parent and Community Framework which was just rolled out nationwide beginning in late 2011.

### 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 strength of the management plan is in its clear description of goals and measurable objectives to be achieved. A variety of methods are proposed to inform parents, staff, teachers and Peer Navigators to help them focus on enhancing the social and emotional development of children by using "The Incredible Years"

curriculum in the schools. [e32-34]

Project oversight will be conducted by the School Superintendent, the project director under his supervision demonstrates educational and supervisory qualification through her attached resume. All proposed staff are highly qualified and will be included in the training with parents, child care providers, teachers and Head Start personnel.

**Weaknesses:**

**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 and that is a major strength. Improving young child readiness is the focus of Central Falls' 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 should be awarded a competitive preference because of the way they enumerate special tasks that they will use to ensure accessibility and inclusion of children and families with special needs as well as sufficient bilingual staff and translations to welcome and support person with limited English Proficiency.

**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:**

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**Status:** Submitted  
**Last Updated:** 09/24/2012 12:28 PM

Status: Submitted

Last Updated: 09/24/2012 10:21 AM

## Technical Review Coversheet

Applicant: Central Falls School District (U411C120033)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	25	0
<b>Significance</b>		
1. Significance	35	0
<b>Quality of the Management Plan and Personnel</b>		
1. Management and Personnel	20	0
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	18
<b>Sub Total</b>	100	18
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Innovations for Improving Early Learning Outcomes</b>		
1. CPP 6	1	
<b>Innovations that Support College Access &amp; Success</b>		
1. CPP 7	1	
<b>Innovations to Address the Unique Learning Needs</b>		
1. CPP 8	1	
<b>Improving Productivity</b>		
1. CPP 9	1	
<b>Technology</b>		
1. CPP 10	1	
<b>Sub Total</b>	5	
<b>Total</b>	105	18

# Technical Review Form

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

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

Applicant: Central Falls School District (U411C120033)

## 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

#### 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:

(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

**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 hypotheses (page e35) that are addressed by the research questions (page e34). The evaluation used existing instruments (e.g., Family Check Up). Evaluation activities include the specific goals and objectives that they address (e.g., Goals 1 and 2 are mentioned on page e35 and Goal 3 is mentioned on page e37). The plan includes sufficient funds to conduct evaluation activities. The interim reports and other data should provide sufficient information to determine if the project is on track. The formative of each

project strategy or activity should provide sufficient information for implementation at other sites.

**Weaknesses:**

It is not clear how the focus group of samples will be selected (page e35). It is also not clear who will be conducting the focus groups and interviews, Bradley or the independent evaluator. The plan indicates that Family Check Up clinicians will collect data but it does not provide any details about these clinicians, who they are and how they are trained. The plan is lacking specific data analysis methods intended to answer the research questions. The independent evaluator (AISR) appears early the time table of grant activities and toward the end (pages e38-e42) but should also be involved throughout the project. The evaluation plan does not include specific data analysis methods to be used to address the research questions. For example, the same questionnaire will be completed by families who enroll in the Incredible Years program and by those who don't (page e36) but does not indicate how this data will be analyzed and self-selection into these two groups might impact outcomes.

**Reader's Score:** 18

**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:**

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**Status:** Submitted  
**Last Updated:** 09/24/2012 10:21 AM

Status: Submitted

Last Updated: 09/24/2012 10:50 AM

## Technical Review Coversheet

Applicant: Central Falls School District (U411C120033)

Reader #4: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	25	0
<b>Significance</b>		
1. Significance	35	0
<b>Quality of the Management Plan and Personnel</b>		
1. Management and Personnel	20	0
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	18
<b>Sub Total</b>	100	18
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Innovations for Improving Early Learning Outcomes</b>		
1. CPP 6	1	0
<b>Innovations that Support College Access &amp; Success</b>		
1. CPP 7	1	0
<b>Innovations to Address the Unique Learning Needs</b>		
1. CPP 8	1	0
<b>Improving Productivity</b>		
1. CPP 9	1	0
<b>Technology</b>		
1. CPP 10	1	0
<b>Sub Total</b>	5	0
<b>Total</b>	105	18

# Technical Review Form

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

Reader #4: \*\*\*\*\*

Applicant: Central Falls School District (U411C120033)

## 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:

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:**

Both formative and summative information collection sufficient to evaluate the program's impact are described in the evaluation plan. The plan is helped by clear objectives and logic model.

The evaluator is very well qualified and experienced in this type of research.

**Weaknesses:**

No mention is made of assessing differences between schools based on conditions "within" the school (e.g., school composition, climate, administration, other interventions, etc.). Discussing how these variables might be addressed/controlled would be useful.

There is no comparison "non-treatment" group as the applicant states. A longitudinal retrospective baseline would be helpful.

How the project evaluators will process qualitative data and integrate it into evaluation findings is unclear.

**Reader's Score: 18**

**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

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**Status:** Submitted

**Last Updated:** 09/24/2012 10:50 AM

Status: Submitted

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

## Technical Review Coversheet

Applicant: Central Falls School District (U411C120033)

Reader #5: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	25	24
<b>Significance</b>		
1. Significance	35	35
<b>Quality of the Management Plan and Personnel</b>		
1. Management and Personnel	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	0
<b>Sub Total</b>	100	79
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Innovations for Improving Early Learning Outcomes</b>		
1. CPP 6	1	1
<b>Innovations that Support College Access &amp; Success</b>		
1. CPP 7	1	
<b>Innovations to Address the Unique Learning Needs</b>		
1. CPP 8	1	1
<b>Improving Productivity</b>		
1. CPP 9	1	
<b>Technology</b>		
1. CPP 10	1	
<b>Sub Total</b>	5	2
<b>Total</b>	105	81

# Technical Review Form

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

Reader #5: \*\*\*\*\*

Applicant: Central Falls School District (U411C120033)

## 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's proposal is aligned with priority 3 and facilitates a culture of strong parent and family engagement with clearly stated goals supported by explicit strategic objectives. (4-12)

Cost per pupil estimates for students served as well as scale up are included. Given the proposed multilingual approach, new organizational infrastructure needed to implement proposed strategies (Parent resource rooms, parent governance bodies, parent-to-parent support groups) professional development and incentives paid to participants, the project is cost effective.

By changing the design and culture of school/parent relationships, and establishing collaboration between agency and community, the project "lays a foundation for continued partnership long after the project ends," that strengthens the long-term potential for incorporating this project into ongoing agency projects. (p.13)

### Weaknesses:

Costs of evaluation allot for 20% of proposed budget. While project calls for "involving parents in governance", details as to what they will govern is not specified.

Reader's Score: 24

### 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:

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**(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 proposed project presents a novel approach to parent engagement, a two way flow model that recognizes not only need, but contributions parents can make to the overall school experience. This model seeks to educate and empower parents to become true partners with professional educators in improving outcomes for their children. Unique aspects of this project include establishment of Parent Resource (Power) rooms, parent to parent support groups for those transitioning to K or MS, parent participation in school governance (invite parents to share their expertise (p. 7). The novel strategies and extent of parent involvement proposed here has the potential to advance the theory, knowledge and practice of effective methods of parent engagement and its impact on student achievement.

Educating and empowering parents to be partners in their child s education and school community engenders a sense of ownership for parents/families in the community and thus is likely to have a positive impact on improving achievement, which can lead to decreasing dropout rates and increased college enrollment/completion.

**Weaknesses:**

None noted.

**Reader's Score: 35**

**Selection Criteria - Quality of the Management Plan and Personnel**

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**(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:**

An explicit timeline and budget considerations are laid out in the applicant's proposal (p. 21-25). Personnel has prior experience, relevant training and experience to implement the program successfully.

**Weaknesses:**

**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:**

N/A

**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:**

Applicant addresses social/emotional competencies that enhance school readiness and provides for strong transition support that addresses the need for support based on research (p. 14) to improve collaboration and transition to K.

**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 proposes a program aimed at addressing needs of students who are "93% economically disadvantaged, 74% racial and ethnic minorities, 24% with disabilities and/or special needs, 78% Hispanic, and 43% English Language Learners or living in homes with home languages other than English." Targeted outreach to "parents and families identified as high-risk", creation of parent resource rooms and "cross-system educational workshops....specifically designed to support parents and families of children with disabilities and/or limited English language proficiency" address the barriers that often impede parent engagement and student achievement for these students. (p. 5-6)

**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:**

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