

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

Status: Submitted

Last Updated: 09/25/2012 04:27 PM

Technical Review Coversheet

Applicant: Intercultural Development Research Association (U411C120046)

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	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	
Innovations that Support College Access & Success		
1. CPP 7	1	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 #1: *****

Applicant: Intercultural Development Research Association (U411C120046)

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 has a goal of increasing student engagement and achievement leading to high school graduation and college graduation for low income Hispanic and LEP youth. This goal aligns with the absolute priority of the grant.

Three objectives and a strategy to achieve the goal of the project are detailed. Measurable outcomes for students, parents, school district personnel, and teachers are detailed.

Scale up costs are included and are reasonable in relation to the project purpose, activities, and benefits at \$25 dollars per student lowering to \$8 per student by the third year.

The project has potential and planning for the incorporation of sustainable benefits through research and PTA collaboration.

Weaknesses:

No weakness 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:

The proposed project represents an exceptional approach to the priorities established in the competition by bringing together CBO's, Spanish speaking families, and schools in a partnership developing collective leadership and actionable knowledge and data.

Clear subgroup gaps were identified regarding SAT/ACT scores and identifiable problems in the school communities that will be served.

All leadership projects proposed for parents will have a direct connection to the vision of improving academic success (page 12).

The applicant proposes to conduct research and document stages of effective parent engagement, effective family outreach by schools and organizations, and collective action by families to improve their schools.

Gaps and potential solutions were discussed that demonstrated that the proposed project would likely have a positive impact on increasing parent leadership focused on parent outcomes (page 16).

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:

The applicant provided assurances that the project would be on time and within budget with clear responsibilities.

A timeline was provided with milestones for accomplishing project tasks.

Project staff have relevant qualifications, including training and experience to manage a project of this scope and size. The project director previously managed a PIRC for the state of Texas with a 4 million dollar

budget.

Weaknesses:

No weaknesses 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.

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:

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:

Programs and strategies were detailed in the application to assist knowledgeable adults to lead efforts to prepare student for graduation and college success.

Weaknesses:

No weakness noted.

Reader's Score: 1

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 application has a strong focus on improving academic achievement, closing achievement gaps and increasing college and career readiness for Latino and LEP students who are economically disadvantaged. Latino and LEP parents will receive support in taking a leadership role in their communities to support student objectives and self-efficacy.

Weaknesses:

No weakness 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 04:27 PM

Status: Submitted

Last Updated: 09/24/2012 12:32 PM

Technical Review Coversheet

Applicant: Intercultural Development Research Association (U411C120046)

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	
Innovations that Support College Access & Success		
1. CPP 7	1	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: Intercultural Development Research Association (U411C120046)

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 strengths are in its goals which are to increase student engagement and student achievement leading to high school and college graduation. They align their project strategies with the Family and Community Engagement priority and present a research evidence rationale behind their strategy of the creation of a PTA Comunitario grounded in a CBO and working in partnership with a school (s) and on collecting and analyzing data to improve strategies. [e24]

The applicant has developed objectives to be realized which include (a) the number of students who are successfully promoted to the next grade; (b) the number of students who successfully complete high school; (c) the number of students who enroll in and graduate from college; (d) student attrition rate will decrease by 20 percentage points. [e26] Their data measures will include the number of parents who (a) are involved in PTA will increase by 20%; (b) report increased feelings of self-efficacy in working with the school by 20 %; and (c) 80% of school personnel reporting increased self-efficacy in partnering with parents; (d) 80% increase in teachers reporting success with participating students. [e26]

The applicant estimates the project implementation costs per student to be \$15. They present scale up models and costs that include startup and implementation costs combined as well as costs in the out years of the project. [e27]

The applicant makes a case for a cost effective project through all calculations.

Further the applicant describes an additional goal as project sustainability and they described the ability of CBOs working together to ensure longevity for the project which they consider more likely because of the partnership with the schools. They stated that the community/school partnership will enable the project to endure public school staff changes as well as CBO budgetary issues which can be aided by using School related Title I funds. [e27,28]

Weaknesses:

Reader's Score: 25

Selection Criteria - Significance

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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 proposal is significant in providing a new, unique and promising model to be tested relative to serving ELL families. The applicant describes the limited research literature [e28,29] on family school engagement studies most notably projects like theirs that organize communities and families to "increase equity within schools". They believe that their model, rooted in the promotoras model is exceptional for serving Spanish-speaking families and that research and evaluation will yield positive results because of the parent empowering (leadership development) parent mobilization in partnership with school within their strategies. Further their project uses a variety of opportunities to focus on making materials , discussions and all training accessible to Spanish speaking families.

The applicant further maintains that the resultant student improvement will add their strategies to the knowledge base of successful school and community partnerships. [e31]

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 is that the applicant created the model they plan to use and their management plan includes staff experienced in implementing that model. Proposed staff are setting up the training sessions for parents and staff in the partnering schools three or four days a week and providing project implementation { high intensity) support including some of the community organizing and formalizing partnership agreements with proposed partners. [e35-46]

The applicant attached CVs for principal staff who have experience in designing the model, have (1) advanced degrees in education and (2) written published papers and national presentations [workshops, podcasts and webinars] on the model [e57-80]. Staff show evidence on having provided leadership in community and family development training and project management. A highly qualified pro bono consultant connected to the IDRA is included in the staffing description and among the resumes.

Weaknesses:

No weakness identified

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

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(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:

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:

The applicant's strength is its integration of student engagement and student preparedness for college as well as family and community expectations of college completion in the training of staff, teachers and parents.

Weaknesses:

Reader's Score: 1

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 basic premise of this application is that the applicant is uniquely qualified to deliver services to the Spanish speaking community and that they have materials and training practices that make leadership development and parent advocacy accessible to Spanish Speaking families culturally and linguistically.

Weaknesses:

No weakness identified

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 12:32 PM

Status: Submitted

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

Technical Review Coversheet

Applicant: Intercultural Development Research Association (U411C120046)

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	15
Sub Total	100	15
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	15

Technical Review Form

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

Reader #3: *****

Applicant: Intercultural Development Research Association (U411C120046)

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

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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:

N/A

Weaknesses:

N/A

Reader's Score: 0

Selection Criteria - Quality of the Management Plan and Personnel

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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

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(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 evaluation plan includes measurable outcomes (e.g., increase in percent promoted) and data from the State of Texas Academic Excellence Indicator System. The proposal includes a Project Evaluation Liaison (page e39) to work with the independent project evaluator. The evaluation includes both process and outcome evaluations comprised of three components: Implementation, Impact and Effectiveness. The process component should provide sufficient information to determine if the project is on track. The plan includes

sufficient implementation and impact data for replication at other sites. The proposal includes sufficient funds to carry out evaluation activities.

Weaknesses:

The research questions (page e23) are not well aligned with project outcomes (page e16) or project objectives (page e24). The plan indicates on page e37 that ten schools will be selected from each of the five districts but later mentions the first cohort of ten schools on the same page. Not enough information is provided about the evaluation instruments to be used or on what instrument the pre- and post-scores will be obtained (both on page e45). Also on page e45 the plan indicates that evaluation will involve a non-participating group of schools but no information is provided on how those schools will be selected. The plan also indicates (on page e45) that a staff member will be doing data collection but no information is provided about who this individual is and how he or she will be trained/guided in the data collection.

Reader's Score: 15

Priority Questions

Competitive Preference Priority - Innovations for Improving Early Learning Outcomes

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- (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 10:59 AM

Technical Review Coversheet

Applicant: Intercultural Development Research Association (U411C120046)

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	17
Sub Total	100	17
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	17

Technical Review Form

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

Reader #4: *****

Applicant: Intercultural Development Research Association (U411C120046)

Questions

Selection Criteria - Quality of Project Design

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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 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:

Having both internal and external evaluation staff may facilitate many of the processes described in the proposal.

Dr. Montes appears to be a highly qualified evaluator. His familiarity with IDRA's programs, cultural sensitivity and staff connections should be of value in communications and process development for the project. Dr.

Chavkin is also highly qualified and experienced. Her family/social work background should be an asset for this study setting.

Weaknesses:

The evaluation plan calls for comparisons between participant students (schools) and comparison non-participants (p.26) but no information is provided on the matching variables, dependent variables collected or size of the comparison group(s).

While triangulation of the qualitative data is mentioned the data sources for the process are not.

If the pre-/post-test scores are being referred to for parents, teachers and students on page 26 are self-efficacy measure what is the evidence for their validity/reliability.

Focus group (teacher) data collection is discussed and although a general purpose is provided to justify teacher time a more specific rationale would be preferred.

Information regarding the total participation levels (recruitment/retention) within a school would be data that would be needed to understand the "dosage" of the program received at a school if the school is to be the unit of measurement.

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:

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 10:59 AM

Status: Submitted

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

Technical Review Coversheet

Applicant: Intercultural Development Research Association (U411C120046)

Reader #5: *****

	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	
Innovations that Support College Access & Success		
1. CPP 7	1	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 #5: *****

Applicant: Intercultural Development Research Association (U411C120046)

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 is well organized with specific strategies targeted to achieve projected outcomes. Costs are enumerated, both for actual number of students served and scale up of project. Reasonableness of costs are enhanced when considering how the project could reduce need for future remedial services and supports thereby reducing governmental costs. Similar initiatives on a more limited scale have been successfully undertaken by the applicant making them well positioned to incorporate this expanded model into ongoing agency projects.

Weaknesses:

No weaknesses were 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:

This applicant proposes an organizational model of engagement that is of, by and for the families and communities they serve. Through grassroots strategies the project seeks to build non-traditional, culturally sensitive parent organizations. Parents are not viewed as passive receivers of information or services, rather, the model promotes and empowers parents to be active members of their children's school community with parent organizations that are organized around the needs of students and families rather than fundraising, the primary support role many parent organizations play. (p. 3) The goal is to increase student achievement, not only through parent engagement, but empowerment. (p. 4) As the applicant states, "This model not only changes the leadership expectations of parents and schools and balances the power dynamic between poor Hispanic families and the institutions meant to serve them, it also gives families and communities the power to identify educational issues and problems using actionable data." (p. 11)

Weaknesses:

No weaknesses were 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:

The management plan is strong given the expertise of agency personnel, the partnership selection and model, and the specificity of the timeline detailed in this application. Personnel are highly qualified to manage the scope and substance of the proposed project and have strong cultural connections and expertise in dealing with the targeted community.

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:

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:

Applicant has a history of utilizing parental engagement strategies to increase student achievement. As noted in this application, "the most successful practices came from IDRA's creation of the PTA Comunitario, a community-based parent teacher organization...with the sole purpose of collaborating with schools to improve children's academic outcomes." (p. 2) Benefits of such collaboration for improving student outcomes, expectations and readiness for college are asserted by the applicant and supported by the research.

Weaknesses:

Reader's Score: 1

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:

Given the culturally sensitive, multi-modal approach to parent engagement that is proposed by this project improved outcomes for students can be confidently projected. In addition, working with and engaging these families as partners in the educational process of their children may help to prevent the overidentification of students with limited English proficiency from being inappropriately identified as needing special education services.

Weaknesses:

No weakness found

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