

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

Status: Submitted

Last Updated: 09/23/2013 09:42 AM

Technical Review Coversheet

Applicant: The Children's Aid Society (U411C130085)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	
Selection Criteria		
Significance		
1. Significance	35	30
Quality of Project Design		
1. Project Design	25	25
Quality of the Management Plan		
1. Management Plan	15	12
Quality of Project Personnel		
1. Personnel	10	7
Quality of the Project Evaluation		
1. Project Evaluation	15	0
Total	100	74

Technical Review Form

Panel #12 - i3 Development - 12: 84.411C

Reader #1: *****

Applicant: The Children's Aid Society (U411C130085)

Questions

Summary Statement - Summary Statement

1. Summary Statement (Optional)

General:

Reader's Score:

Selection Criteria - Significance

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

(1) The extent to which the proposed project would implement a novel approach as compared with what has been previously attempted nationally.

(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 proposed project will substantially improve on the outcomes achieved by other practices, such as through better student outcomes, lower cost, or accelerated results.

Strengths:

The applicant demonstrates a thorough understanding of current parent engagement theory and research citing the primary theories used to anchor their work (p 2-4). As described, the project design applies these theories, and in this proposal, the applicant describes how they will use evaluation to link effective family engagement with student outcomes for middle and high school students (p 3). By doing so, they will add to the advancement of theory, knowledge and practice in the field (p 3).

The applicant provides strong evidence based on their own prior implementation that their proposed approach will impact student outcomes as well as increase parent engagement. Specific data collection points to discern this impact are noted in their narrative. Additionally, the applicant describes the financial return on investment based on similar work in community schools that measures social return on investment (SROI) that suggests a strong return and impact (p 4).

Weaknesses:

While the applicant proposes a comprehensive parent engagement strategy, it appears to be an extension of services they are already providing through expansion into additional schools. The applicant offers no compelling case that they are interjecting additional programmatic aspects that are novel or innovative beyond what they are currently doing elsewhere. While this will add to their own data collection regarding their proposed model, it does not add to a wider body of knowledge and / or theory in a unique way (p 1-19).

Selection Criteria - Quality of Project Design

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

(1) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

(2) The clarity and coherence of the project goals, including the extent to which the proposed project articulates an explicit plan or actions to achieve its goals (e.g., a fully developed logic model of the proposed project).

(3) The clarity, completeness, and coherence of the project goals, and whether the application includes a description of project activities that constitute a complete plan for achieving those goals, including the identification of potential risks to project success and strategies to mitigate those risks.

Strengths:

The applicant describes a strong comprehensive parent engagement model that is designed to holistically support family strength and in turn impact student outcomes. This project, Parents As Educators: The CAS Parent Leadership Institute (PLI) addresses the i3 Absolute Priority 6 – Parent Engagement and Subcategory a – Train parents in skills needed to support student success. This project offers families multiple levels of support, guidance, and opportunity to build social and education networks to grow their own skills and in turn support them in growing those of their child (p 5-19).

The applicant describes a comprehensive approach that is culturally aware and respectful and is informed by noted barriers in their specific communities as well as the more theoretical barriers to family engagement and interactions with schools. The applicant notes that their work will be informed by current parent surveys designed to identify their needs (p 6).

The applicant describes 4 key aspects of their proposed model including: 1) Parent Resource Centers that are parent friendly/safe and that serve as a one stop shop for each family's unique needs. It is noted that the intent is to staff these with those whose linguistic abilities meet those of the families. 2) Parent Coordinators to serve as the liaison between home and school and will develop programming and resources based on parent needs. 3) Adult Education/Workshops that will be designed and facilitated in direct response to parent needs with the intent of increasing the parents own education and ability to most effectively support and encourage their child's learning. 4) Parent Leadership Development that offers parents an opportunity to connect with their community and learn to be strong advocates for their schools (p 6-8).

The applicant describes several elements within their model that are notable assets supported by research and theory and have the potential to enhance the successful achievement of their well described goals, activities, and strategies. These are the inclusion of early childhood families in the feeder preschool programs and varying levels of parental involvement in the project. Including early childhood parents in their program outreach and offering multiple levels for parents to be involved demonstrates a willingness to move away from a "one size fits all" approach and apply current research and theory to best meet family needs. The applicant has clearly given much thought as to how these intentional approaches will increase their potential for positive impact (p 8-10).

Another example of informed model approach is noted in the applicant's description of their Parent Resource Centers. The applicant notes in their clearly and quantifiably described expectations that all teachers - 100% - in each school will have made at least 1 visit to the Parent Resource Center for either a meeting or event throughout the year. This expectation is noted as it indicates a commitment to building a collaborative partnership among parents and educators rather than a place for them - parents (parent resource center) and a place for teachers (schools) (p 16).

Impressively, the applicant understands the importance of support for families' essential needs such as medical, housing, and nutrition as vital to their support for their child's academic success. While this aspect is challenging, the applicant clearly understands the need to support families in this way and makes provision for such supports within their model (p

17-18).

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

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

(1) The extent to which the management plan articulates key responsibilities and well-defined objectives, including the timelines and milestones for completion of major project activities, the metrics that will be used to assess progress on an ongoing basis, and annual performance targets the applicant will use to monitor whether the project is achieving its goals.

(2) The extent of the demonstrated commitment of any key partners or evidence of broad support from stakeholders whose participation is critical to the project's long-term success.

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

Strengths:

The applicant describes a management plan including an appended management chart that notes key tasks, timelines, measurable annual targets, and includes key personnel who will be responsible that are in sync with their project design, activities and model. They describe an existing database, the Community Schools Information System (CSIS). This system will support their data collection and analysis. To ensure ongoing reporting and review, the Project Director will craft monthly reports for review by key stakeholders (p 21-22).

The applicant describes a process by which they will solicit and use parent specific input and feedback in the ongoing operations and management of this project. This process includes the convening of participant focus groups, surveys, and ongoing experience specific evaluations that will guide their continuous improvement and program offerings (p 23).

Weaknesses:

The applicants' report on stakeholder commitment is weak. More evidence related to their input and guidance pre and post project development and implementation would demonstrate a more clear and strong commitment above and beyond the commitment of space and willingness to serve on various committees (p 22).

Reader's Score: 12

Selection Criteria - Quality of Project Personnel

1. In determining the quality and personnel for the proposed project, the Secretary considers the following factor:

(1) The adequacy of the project's staffing plan, particularly for the first year of the project, including the identification of the project director and, in the case of projects with unfilled key personnel positions at the beginning of the project, that the staffing plan identifies how critical work will proceed.

Strengths:

The applicant provides strong evidence of their prior experience in successfully implementing similar projects through their organizational structure and within the context of expanding the Community Schools concept (p 24-25).

The applicant notes they have established an achievable plan for implementation with the Fall of 2014 school year designated as the point when full services will begin. Given this timeframe, they anticipate having a Project Director and all other key staff hired. The applicant offers narrative statements that until the time that key personnel are hired, given their prior work, they have capacity to keep this project moving forward (p 25).

Weaknesses:

Though the applicant states in prior sections a commitment to cultural awareness, respect, and meeting the needs of a diverse population, there is no indication of how this will be facilitated in their hiring outreach for staff, most notably in the parent resource and parent coordinator positions.

Reader's Score: 7

Selection Criteria - Quality of the Project Evaluation

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

(1) The clarity and importance of the key questions to be addressed by the project evaluation, and the appropriateness of the methods for how each question will be addressed.

(2) The extent to which the evaluation plan includes a clear and credible analysis plan, including a proposed sample size and minimum detectable effect size that aligns with the expected project impact, and an analytic approach for addressing the research questions.

(3) The extent to which the evaluation plan clearly articulates the key components and outcomes of the project, as well as a measureable threshold for acceptable implementation.

Strengths:

NA

Weaknesses:

NA

Reader's Score: 0

Status: Submitted
Last Updated: 09/23/2013 09:42 AM

Status: Submitted

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Technical Review Coversheet

Applicant: The Children's Aid Society (U411C130085)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	
Selection Criteria		
Significance		
1. Significance	35	35
Quality of Project Design		
1. Project Design	25	25
Quality of the Management Plan		
1. Management Plan	15	14
Quality of Project Personnel		
1. Personnel	10	9
Quality of the Project Evaluation		
1. Project Evaluation	15	0
Total	100	83

Technical Review Form

Panel #12 - i3 Development - 12: 84.411C

Reader #2: *****

Applicant: The Children's Aid Society (U411C130085)

Questions

Summary Statement - Summary Statement

1. Summary Statement (Optional)

General:

Reader's Score:

Selection Criteria - Significance

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

(1) The extent to which the proposed project would implement a novel approach as compared with what has been previously attempted nationally.

(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 proposed project will substantially improve on the outcomes achieved by other practices, such as through better student outcomes, lower cost, or accelerated results.

Strengths:

The application thoroughly presents both the organizational mission and how the applicant's scope of work reflects a statewide focus on families who have children in the target population. It also demonstrates capability and experience with similar projects and populations (p.1).

A major strength of this application is that it is building on an existing, experienced framework that has extensive collaborations and a history of involving parents in a variety of roles in the organization. The applicant proposes to bring the full set of parent engagement strategies piloted in one highly distressed NYC community (Washington Heights) to another, that of the South Bronx, to verify whether in school parent resource centers – with parent coordinators trained in utilizing a specific set of parent communication, outreach, and organizing strategies, and adult education classes and leadership institutes – lead to increases in student achievement (p.1). CAS' National Center for Community Schools has provided technical assistance to more than 15,000 adaptations nationally and internationally (p.1).

The potential contribution that the applicant's proposed project will add to the development and advancement of theory, knowledge, and practices in the field of study is the opportunity to evaluate the link between the parental participation strategies and student achievement in the CAS Community School model, a component of their community schools work that has not yet been directly assessed (p.2).

The Parent Leadership Institute (PLI) is supported by strong theory; its effectiveness in increasing parent engagement and fostering a more positive environment has been demonstrated through rigorous evaluations conducted by the Fordham University Graduate School of Education and Social Service and ActKnowledge, a research firm within the Graduate Center of the City University of New York (p.3).

Weaknesses:

No weaknesses noted.

We discussed this criterion, and I believe my score is appropriate.

Reader's Score: 35

Selection Criteria - Quality of Project Design**1. In determining the quality of the proposed project design, the Secretary considers the following factors:**

(1) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

(2) The clarity and coherence of the project goals, including the extent to which the proposed project articulates an explicit plan or actions to achieve its goals (e.g., a fully developed logic model of the proposed project).

(3) The clarity, completeness, and coherence of the project goals, and whether the application includes a description of project activities that constitute a complete plan for achieving those goals, including the identification of potential risks to project success and strategies to mitigate those risks.

Strengths:

The applicant has a history of positive programmatic involvement with the population to be served, bilingual staff members, offers staff training in cultural competency, contracts out for interpreting services as necessary, and has material available in Spanish. Based on the applicant's substantial experience in implementing the Community Schools model and research that demonstrates the effectiveness of the PLI approach on enhancing parent engagement, the applicant makes a strong case that the PLI will be successful in having an impact on student achievement as measured by improved performance on NYC tests (grades 3-8) (p.5).

The applicant's model seems to be highly-replicable and utilizes and enhances existing community resources to provide cost-effective, comprehensive support through four core components (p.7). The applicant will partner with six schools located in the South Bronx community of Morrisania, a high-need community characterized by startling levels of poverty, school failure, health disparities and crime (p.7).

Positive school climate will result from a set of parents engaging in high commitment activities while others are engaged through moderate commitment activities (p.10).

240 parents each year will participate at the Leadership level and 500 will participate in less intensive services for a total of 2,870 unduplicated participants over 5 years (p.13).

320 parents each year will participate in the workshops on Home Study Environment, College Preparation, School System Data and/or School Choice (p.13).

The applicant clearly describes the project purpose, goals and indicators/objectives for that goal and describes how achievement of goals will increase system capacity to support effective parent engagement. The primary outcomes to be measured are student achievement and attendance, with parent activity level as the intermediate goal (p.14).

The applicant focuses on access to health, mental health and social services. This is critical to a students' ability to learn. Low income youth are disproportionately affected by "educationally relevant health disparities" such as poor vision, asthma, teen pregnancy, aggression and violence, and (untreated) inattention/ hyperactivity (p.14).

The applicant provides a thorough logic model that adequately describes the linkage between the identified need, the

proposed approach and outcomes (Appendix).

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

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

(1) The extent to which the management plan articulates key responsibilities and well-defined objectives, including the timelines and milestones for completion of major project activities, the metrics that will be used to assess progress on an ongoing basis, and annual performance targets the applicant will use to monitor whether the project is achieving its goals.

(2) The extent of the demonstrated commitment of any key partners or evidence of broad support from stakeholders whose participation is critical to the project's long-term success.

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

Strengths:

The applicant has a 160-year history and was founded expressly to improve the outcomes of NYC's most vulnerable children. The Community School model, which includes family engagement, enhances capacity to foster school-community partnerships. CAS is a \$110 million multi-service organization operating programs spanning early childhood centers, out-of-school time enrichment through community centers and community (p.19).

The applicant has a strong management structure with qualified personnel and well-defined roles: The initiative will be managed and supervised within CAS' School-Age Programs division and will receive support and technical assistance from the CAS National Center for Community Schools (NCCS). [REDACTED] Vice President for School-Age Programs, brings vision and strategic leadership to developing and implementing agency-wide strategies for meeting the highest educational outcomes for children (p.19-20).

The participating schools' principals are crucial to the success of this initiative and have indicated their support for the implementation of the PLI (p.20).

The applicant will use both formal and informal protocols in order to garner feedback about the initiative and make midcourse adjustments when necessary (p.22).

Weaknesses:

The applicant lacks a variety of support/commitment letters (Appendix).

Reader's Score: 14

Selection Criteria - Quality of Project Personnel

1. In determining the quality and personnel for the proposed project, the Secretary considers the following factor:

(1) The adequacy of the project's staffing plan, particularly for the first year of the project, including the identification of the project director and, in the case of projects with unfilled key personnel positions at the beginning of the project, that the staffing plan identifies how critical work will proceed.

Strengths:

The applicant has identified the key individuals for the project, coordinating services and activities for participants and partners, and achieving performance targets (p.25).

The key personnel identified for the project has demonstrated qualifications and years of experience to the program (p. 25).

The applicant includes the resumes of key personnel in an appendix to the application.

The applicant has contingency plans in the case that key positions are not filled according to their timeline, most notably that of the Parent Coordinator, the Project Director and [REDACTED] will work with onsite CAS staff to carry out planning activities such as identifying dedicated space for Parent Resource Centers, conducting needs assessments and developing marketing materials (p.25).

Weaknesses:

The applicant did not identify the project director. (p.25).

Reader's Score: 9

Selection Criteria - Quality of the Project Evaluation

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

(1) The clarity and importance of the key questions to be addressed by the project evaluation, and the appropriateness of the methods for how each question will be addressed.

(2) The extent to which the evaluation plan includes a clear and credible analysis plan, including a proposed sample size and minimum detectable effect size that aligns with the expected project impact, and an analytic approach for addressing the research questions.

(3) The extent to which the evaluation plan clearly articulates the key components and outcomes of the project, as well as a measureable threshold for acceptable implementation.

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

Status: Submitted
Last Updated: 09/23/2013 09:42 AM

Status: Submitted

Last Updated: 09/23/2013 09:42 AM

Technical Review Coversheet

Applicant: The Children's Aid Society (U411C130085)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	
Selection Criteria		
Significance		
1. Significance	35	30
Quality of Project Design		
1. Project Design	25	25
Quality of the Management Plan		
1. Management Plan	15	13
Quality of Project Personnel		
1. Personnel	10	9
Quality of the Project Evaluation		
1. Project Evaluation	15	0
Total	100	77

Technical Review Form

Panel #12 - i3 Development - 12: 84.411C

Reader #3: *****

Applicant: The Children's Aid Society (U411C130085)

Questions

Summary Statement - Summary Statement

1. Summary Statement (Optional)

General:

Reader's Score:

Selection Criteria - Significance

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

(1) The extent to which the proposed project would implement a novel approach as compared with what has been previously attempted nationally.

(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 proposed project will substantially improve on the outcomes achieved by other practices, such as through better student outcomes, lower cost, or accelerated results.

Strengths:

Research basis for proposed strategies is clearly outlined (pg. 1 & 2).

Applicant makes a clear case for its own efficacy as the lead agency (pg. 1, 2 & 3).

Middle school and high school are not typically targeted for parent engagement as suggested on page 3.

A plan and capability to disseminate information proceeding from the project is in place (pg. 3)

Weaknesses:

While they have "provided technical assistance to more than 15,000 [program] adaptations nationally and internationally", the applicant suggests that this particular iteration of the program will yield new data to inform the existing knowledge concerning parent engagement (pg. 2). It seems logical that they would have this research covered already as such.

Reader's Score: 30

Selection Criteria - Quality of Project Design

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

(1) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

(2) The clarity and coherence of the project goals, including the extent to which the proposed project articulates an explicit plan or actions to achieve its goals (e.g., a fully developed logic model of the proposed project).

(3) The clarity, completeness, and coherence of the project goals, and whether the application includes a description of project activities that constitute a complete plan for achieving those goals, including the identification of potential risks to project success and strategies to mitigate those risks.

Strengths:

The applicant has a history of basing interventions on the community needs assessments conducted (pg. 6).

Parent coordinators will be chosen from the community, which suggests sensitivity to cultural and demographic nuances in the population to be served (pg. 6).

Intervention strategies are well outlined in the narrative and seem sufficient to bring about the desired outcomes (pg. 6-8).

Statement of community need is compelling due to statistics and data presented (pg. 7 & 8).

Program goals and related action steps are clearly defined (pg. 14-19).

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

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

(1) The extent to which the management plan articulates key responsibilities and well-defined objectives, including the timelines and milestones for completion of major project activities, the metrics that will be used to assess progress on an ongoing basis, and annual performance targets the applicant will use to monitor whether the project is achieving its goals.

(2) The extent of the demonstrated commitment of any key partners or evidence of broad support from stakeholders whose participation is critical to the project's long-term success.

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

Strengths:

Planned meeting schedule seems sufficient to keep project on track (pgs. 22-23).

Timeline is specific and detailed (appendix J).

Weaknesses:

The application lacks evidence of support from community partners outside of the schools to be serviced such as Universities, civic, or social service organizations (pg. 22).

Reader's Score: 13

Selection Criteria - Quality of Project Personnel

1. In determining the quality and personnel for the proposed project, the Secretary considers the following factor:

(1) The adequacy of the project's staffing plan, particularly for the first year of the project, including the identification of the project director and, in the case of projects with unfilled key personnel positions at the beginning of the project, that the staffing plan identifies how critical work will proceed.

Strengths:

Third-party evaluation is planned suggesting rigor in the evaluative process and quality from the proceeding data for the project (pg. 25).

Weaknesses:

It is unclear what training will be given to community liaisons, who will both be drawn from and work with each school community. Also, it is unclear or how these individuals will be chosen (pg. 6 & 7).

PI or Executive Director for project has not been chosen (pg. 24).

Reader's Score: 9

Selection Criteria - Quality of the Project Evaluation

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

(1) The clarity and importance of the key questions to be addressed by the project evaluation, and the appropriateness of the methods for how each question will be addressed.

(2) The extent to which the evaluation plan includes a clear and credible analysis plan, including a proposed sample size and minimum detectable effect size that aligns with the expected project impact, and an analytic approach for addressing the research questions.

(3) The extent to which the evaluation plan clearly articulates the key components and outcomes of the project, as well as a measureable threshold for acceptable implementation.

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

Status: Submitted

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Status: Submitted

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Technical Review Coversheet

Applicant: The Children's Aid Society (U411C130085)

Reader #4: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	
Selection Criteria		
Significance		
1. Significance	35	0
Quality of Project Design		
1. Project Design	25	0
Quality of the Management Plan		
1. Management Plan	15	0
Quality of Project Personnel		
1. Personnel	10	0
Quality of the Project Evaluation		
1. Project Evaluation	15	15
Total	100	15

Technical Review Form

Panel #12 - i3 Development - 12: 84.411C

Reader #4: *****

Applicant: The Children's Aid Society (U411C130085)

Questions

Summary Statement - Summary Statement

1. Summary Statement (Optional)

General:

Reader's Score:

Selection Criteria - Significance

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

(1) The extent to which the proposed project would implement a novel approach as compared with what has been previously attempted nationally.

(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 proposed project will substantially improve on the outcomes achieved by other practices, such as through better student outcomes, lower cost, or accelerated results.

Strengths:

NA

Weaknesses:

NA

Reader's Score: 0

Selection Criteria - Quality of Project Design

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

(1) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

(2) The clarity and coherence of the project goals, including the extent to which the proposed project articulates an explicit plan or actions to achieve its goals (e.g., a fully developed logic model of the proposed project).

(3) The clarity, completeness, and coherence of the project goals, and whether the application includes a description of project activities that constitute a complete plan for achieving those goals, including the identification of potential risks to project success and strategies to mitigate those risks.

Strengths:

NA

Weaknesses:

NA

Reader's Score: 0

Selection Criteria - Quality of the Management Plan

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

(1) The extent to which the management plan articulates key responsibilities and well-defined objectives, including the timelines and milestones for completion of major project activities, the metrics that will be used to assess progress on an ongoing basis, and annual performance targets the applicant will use to monitor whether the project is achieving its goals.

(2) The extent of the demonstrated commitment of any key partners or evidence of broad support from stakeholders whose participation is critical to the project's long-term success.

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

Strengths:

NA

Weaknesses:

NA

Reader's Score: 0

Selection Criteria - Quality of Project Personnel

1. In determining the quality and personnel for the proposed project, the Secretary considers the following factor:

(1) The adequacy of the project's staffing plan, particularly for the first year of the project, including the identification of the project director and, in the case of projects with unfilled key personnel positions at the beginning of the project, that the staffing plan identifies how critical work will proceed.

Strengths:

NA

Weaknesses:

NA

Reader's Score: 0

Selection Criteria - Quality of the Project Evaluation

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

(1) The clarity and importance of the key questions to be addressed by the project evaluation, and the appropriateness of the methods for how each question will be addressed.

(2) The extent to which the evaluation plan includes a clear and credible analysis plan, including a proposed sample size and minimum detectable effect size that aligns with the expected project impact, and an analytic approach for addressing the research questions.

(3) The extent to which the evaluation plan clearly articulates the key components and outcomes of the project, as well as a measureable threshold for acceptable implementation.

Strengths:

The applicant has identified an experienced, qualified external evaluator for the proposed project (page 25).

The applicant identified key questions to evaluate the proposed project's impact. They clearly address the identified objectives of the project and will help measure its impact (pages 27-28).

The applicant provided a logic model which will guide the evaluation plan. The logic model clearly showed the relationship between the project activities and expected outcomes (page e106).

The proposed project has thorough plans and appropriate methods to assess fidelity of implementation, which will be used as formative evaluation (pages 21,29,30).

The proposed project will use a quasi-experimental design that includes a large number of participants in the control group, allowing for attrition. This will help ensure the minimal detectable difference is sufficient (pages 28-29).

The thorough analysis described in the evaluation will provide valuable information about the proposed project's impact on each of its goals as well as the entire project (pages 32-33).

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Status: Submitted
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Technical Review Coversheet

Applicant: The Children's Aid Society (U411C130085)

Reader #5: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	
Selection Criteria		
Significance		
1. Significance	35	0
Quality of Project Design		
1. Project Design	25	0
Quality of the Management Plan		
1. Management Plan	15	0
Quality of Project Personnel		
1. Personnel	10	0
Quality of the Project Evaluation		
1. Project Evaluation	15	15
Total	100	15

Technical Review Form

Panel #12 - i3 Development - 12: 84.411C

Reader #5: *****

Applicant: The Children's Aid Society (U411C130085)

Questions

Summary Statement - Summary Statement

1. Summary Statement (Optional)

General:

NA

Reader's Score:

Selection Criteria - Significance

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

(1) The extent to which the proposed project would implement a novel approach as compared with what has been previously attempted nationally.

(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 proposed project will substantially improve on the outcomes achieved by other practices, such as through better student outcomes, lower cost, or accelerated results.

Strengths:

NA

Weaknesses:

NA

Reader's Score: 0

Selection Criteria - Quality of Project Design

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

(1) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

(2) The clarity and coherence of the project goals, including the extent to which the proposed project articulates an explicit plan or actions to achieve its goals (e.g., a fully developed logic model of the proposed project).

(3) The clarity, completeness, and coherence of the project goals, and whether the application includes a description of project activities that constitute a complete plan for achieving those goals, including the identification of potential risks to project success and strategies to mitigate those risks.

Strengths:

NA

Weaknesses:

NA

Reader's Score: 0

Selection Criteria - Quality of the Management Plan

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

(1) The extent to which the management plan articulates key responsibilities and well-defined objectives, including the timelines and milestones for completion of major project activities, the metrics that will be used to assess progress on an ongoing basis, and annual performance targets the applicant will use to monitor whether the project is achieving its goals.

(2) The extent of the demonstrated commitment of any key partners or evidence of broad support from stakeholders whose participation is critical to the project's long-term success.

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

Strengths:

NA

Weaknesses:

NA

Reader's Score: 0

Selection Criteria - Quality of Project Personnel

1. In determining the quality and personnel for the proposed project, the Secretary considers the following factor:

(1) The adequacy of the project's staffing plan, particularly for the first year of the project, including the identification of the project director and, in the case of projects with unfilled key personnel positions at the beginning of the project, that the staffing plan identifies how critical work will proceed.

Strengths:

NA

Weaknesses:

NA

Reader's Score: 0

Selection Criteria - Quality of the Project Evaluation

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

(1) The clarity and importance of the key questions to be addressed by the project evaluation, and the appropriateness of the methods for how each question will be addressed.

(2) The extent to which the evaluation plan includes a clear and credible analysis plan, including a proposed sample size and minimum detectable effect size that aligns with the expected project impact, and an analytic approach for addressing the research questions.

(3) The extent to which the evaluation plan clearly articulates the key components and outcomes of the project, as well as a measurable threshold for acceptable implementation.

Strengths:

The applicant provides strong evidence of the clarity and importance of the key questions to be addressed by the project evaluation as well as evidence of the appropriateness of the methods for how each question will be addressed. The key questions are appropriately broad in scope regarding implementation fidelity, parental engagement, and resultant student achievement (p 27-28), and they are directly related to the project's stated objectives. The quasi-experimental design to test the relationship between fidelity and student achievement is sound (p 28). The mixed methods will include several rigorous measures of parental engagement (p 31), student attendance, and achievement; progress data will supplement surveys of numerous stakeholders (p 31-32).

The applicant provides strong evidence of the clarity and credibility of the analysis plan, including information regarding the proposed sample size, the minimum detectable effect size, and the analytic approach utilized to address the research questions. The proposed project will include a sizable sample of 500 and an appropriately large matched control group of 1,000 families, resulting in a minimum detectable effect size of 0.160 that meets the What Works Clearinghouse Standards (p 28-29). It is impressive that the study includes two control group members per participant to account for potential attrition issues (p 29).

The applicant provides strong evidence of the evaluation plan's clear articulation of its key components and outcomes, as well as a measurable threshold for acceptable implementation. The goals and proposed outcomes (p 13-19) are broad-reaching (e.g., from recognition of the Parent Resource Center's Services (p 16) to removing barriers to learning by helping 75% students have a medical home and preventive services (p 18), signaling a strong understanding of the framework under which students have the best chance to succeed. The logic model on p e106 shows a well thought-out succession of outputs and short-, medium-, and long-term outcomes, leading to higher achievement test scores and graduation rates.

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Status: Submitted
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