

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

Status: Submitted

Last Updated: 09/05/2018 08:29 AM

Technical Review Coversheet

Applicant: Children's Literacy Initiative (U411C180151)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Total	20	20

Technical Review Form

Panel #6 - Early Phase Tier 2 - 6: 84.411C

Reader #2: *****

Applicant: Children's Literacy Initiative (U411C180151)

Questions

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 extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse standards with or without reservations as described in the What Works Clearinghouse Handbook (as defined in the NIA).
- (2) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.
- (3) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.
- (4) The extent to which the evaluation plan clearly articulates the key project components, mediators, and outcomes, as well as a measurable threshold for acceptable implementation.

Strengths:

The evaluation plan includes multiple measures to understand key outcome variables including achievement and implementation fidelity (p. 24-25 and Appendix H). The instruments are described in detail including any reliability or validity information. In cases where instruments will be developed there are descriptions provided that allow for assurances that the resulting findings will allow for informed decisions about the program.

The application specifies a well-considered and detailed plan for a randomized control trial (p. 20-21). The information includes a power analysis to ensure adequacy of the sample size, and a description of how the study will assess the baseline equivalence if attrition levels are exceeded.

The applicant provides an analysis plan for both the impact and implementation studies (p. 22-23). The details ensure that the outcomes variables will be analyzed appropriately to address the nested data. In addition, there are specifics regarding the inclusion of mediating variables and their impact on the outcomes.

The evaluation plan provides a description of the instrument development process for monitoring and evaluating implementation fidelity (p. 25). The plan also includes the thoughtful development of an implementation index.

Weaknesses:

None noted

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Reader #1: *****

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Questions		
Selection Criteria		
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Panel #6 - Early Phase Tier 2 - 6: 84.411C

Reader #1: *****

Applicant: Children's Literacy Initiative (U411C180151)

Questions

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

Strengths:

The evaluation team brings significant strengths, including being the evaluator of the current program so they already have program expertise and understanding of the program (p. 19) which will facilitate their role. The three evaluation studies they propose (p. 19) lend themselves to potentially strong results that address impact, implementation and transfer and sustainability. The impact study will use a RCT that meets WWC standards without reservations (p. 20). Recruitment of schools will be facilitated by ongoing program relationships with the districts (p 20). The baseline equivalence threshold is discussed and justified as is the minimum detectable effect size (p. 21). Attrition of students is also addressed and corrected for using a Hedge's g of 0.05 (p. 21) The evaluators will also present intent-to-treat impact estimates using a 3-level HLM with identified covariates. Together, the statistical analyses are rigorous and thorough and increase confidence in the results and subsequent interpretations. The qualitative measures are described (p. 17) and reliability and validity statistics for the standardized tests are presented (p. 25). Project developed measures such as surveys, logs, and document reviews will be combined to develop and validate an implementation index (p. 25).

Weaknesses:

No weaknesses observed.

Reader's Score: 20

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