

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

Status: Submitted

Last Updated: 10/07/2021 05:47 PM

## Technical Review Coversheet

Applicant: PowerMyLearning, Inc (S411C210084)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	20	0
<b>Quality of Project Design</b>		
1. Project Design	30	0
<b>Sub Total</b>	50	0
<b>Resources &amp; Management Plan</b>		
<b>Resources &amp; Management Plan</b>		
1. Resources & Manag. Plan	25	0
<b>Sub Total</b>	25	0
<b>Selection Criteria</b>		
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	25
<b>Sub Total</b>	25	25
<b>Priority Questions</b>		
<b>CPP1</b>		
<b>CPP1</b>		
1. CPP1	5	
<b>Sub Total</b>	5	
<b>CPP2</b>		
<b>CPP2</b>		
1. CPP2	5	
<b>Sub Total</b>	5	
<b>CPP3</b>		
<b>CPP3</b>		
1. CPP3	5	
<b>Sub Total</b>	5	
<b>Total</b>	115	25

# Technical Review Form

Panel #15 - EIR Early Phase - 15: 84.411C

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

Applicant: PowerMyLearning, Inc (S411C210084)

## Questions

### Selection Criteria - Significance

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

Reader's Score: 0

#### Sub

1. The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

Strengths:

Weaknesses:

Reader's Score:

2. The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

Weaknesses:

Reader's Score:

### 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 design of the proposed project, the Secretary considers the following factors:

**Reader's Score: 0**

**Sub**

- 1. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

- 2. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

- 3. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

#### **Resources & Management Plan - Resources & Management Plan**

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

**Reader's Score: 0**

**Sub**

- 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.**

**Sub**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

- 2. The qualifications, including relevant training and experience, of key project personnel.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

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

**Strengths:**

**Weaknesses:**

**Reader's Score:**

- 4. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

**Selection Criteria - Quality of the Project Evaluation**

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

Reader's Score: 25

Sub

1. **(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 this notice).**

**Strengths:**

1. The proposal identifies an independent evaluator, Abt Associates, which is a requirement of this grant. The evaluators are experienced and have the appropriate expertise for conducting educational field evaluations. p. e34-35
2. At least one relevant outcome is being measured, meeting a WWC standard (e.g., math achievement and SEL- table beginning on p. e30).
3. The evaluation is guided by clear and specific research questions related to relevant outcomes comparing treatment and comparison groups. p. e39
4. The proposal includes an evaluation plan designed to meet What Works Clearinghouse (WWC) standards without reservations- a school-level cluster randomized study design. The application was clear in the description of the design, including the sampling strategies and assigning schools to treatment and control conditions (e39-e40).
5. Standardized measures were clearly identified for each of the primary outcomes (Math and Social Emotional Learning). Measures meet WWC standards for reliability and validity (p. e41)
6. Data analytic plan includes appropriate statistical methods for the design and includes plans for statistical adjustments if attrition is high (per WWC standards and WWC definition). p. e41

**Weaknesses:**

1. No weaknesses noted.

Reader's Score: 15

2. **(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**Strengths:**

1. The application includes a clear plan to develop and monitor fidelity of intervention implementation, and plans to use that data to monitor, throughout the formative and evaluation phase, and use fidelity data in assessing the relationship between fidelity and student outcomes which will help in understanding program outcomes (p. e42, e39)
2. The application includes specific research questions related to fidelity of implementation and performance feedback/periodic assessment (p. e39)
3. The evaluation phase would provide assessment of progress related to outcome measures at the end of the first year of the 2 year evaluation phase. (p. e33)
4. The application includes a planned 1.5 year formative period to focus on program and product refinement in 5 schools prior to the evaluation phase. Specific objectives, measures and activities are outlined in the table

**Sub**

beginning on p. e30.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

**3. (3) The potential contribution of the proposed project to increase knowledge or understanding of educational problems, issues, or effective strategies.**

**Strengths:**

Because of the strength of the evaluation design (as noted in section 1) and the focus on high needs students, this project has high potential to increase knowledge related to impacts of Family Playlists on algebra readiness and SEL, and increase understanding of the facilitators and barriers to implementing this intervention with high needs students and their families. This project will also help to build knowledge related to a promising educational strategy of offering students an opportunity to teach others and engaging families.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

**Priority Questions**

**CPP1 - CPP1**

**1. Competitive Preference Priority 1: Computer Science (up to 5 points).**

**Projects designed to improve student achievement or other educational outcomes in computer science (as defined in this notice). These projects must address the following priority area: Expanding access to and participation in rigorous computer science coursework for traditionally underrepresented students such as racial or ethnic minorities, women, students in communities served by rural local educational agencies (as defined in this notice), children or students with disabilities (as defined in this notice), or low-income individuals (as defined under section 312(g) of the Higher Education Act of 1965, as amended).**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

**CPP2 - CPP2**

**1. Competitive Preference Priority 2: Innovative Approaches to Addressing the Impact of COVID-19 on Underserved Students and Educators (up to 5 points).**

**Projects designed to address the needs of underserved students and educators most impacted by COVID-19 through...[refer to the NIA for the full list of potential projects]**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

**CPP3 - CPP3**

**1. Competitive Preference Priority 3: Promoting Equity and Adequacy in Student Access to Educational Resources and Opportunities (up to 5 points).**

**Projects designed to promote equity in access to critical resources for underserved students in prekindergarten through grade 12 through one or more of the following...[refer to the NIA for the full set of potential projects]**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

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**Status:** Submitted  
**Last Updated:** 10/07/2021 05:47 PM



Status: Submitted

Last Updated: 10/07/2021 04:43 PM

## Technical Review Coversheet

Applicant: PowerMyLearning, Inc (S411C210084)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	20	20
<b>Quality of Project Design</b>		
1. Project Design	30	28
<b>Sub Total</b>	50	48
<b>Resources &amp; Management Plan</b>		
<b>Resources &amp; Management Plan</b>		
1. Resources & Manag. Plan	25	22
<b>Sub Total</b>	25	22
<b>Selection Criteria</b>		
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	0
<b>Sub Total</b>	25	0
<b>Priority Questions</b>		
<b>CPP1</b>		
<b>CPP1</b>		
1. CPP1	5	
<b>Sub Total</b>	5	
<b>CPP2</b>		
<b>CPP2</b>		
1. CPP2	5	5
<b>Sub Total</b>	5	5
<b>CPP3</b>		
<b>CPP3</b>		
1. CPP3	5	4
<b>Sub Total</b>	5	4
<b>Total</b>	115	79

# Technical Review Form

Panel #15 - EIR Early Phase - 15: 84.411C

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

Applicant: PowerMyLearning, Inc (S411C210084)

## Questions

### Selection Criteria - Significance

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

Reader's Score: 20

#### Sub

1. The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

#### Strengths:

: The applicant, PowerMyLearning, Inc. a non-profit organization based in New York proposes an innovative program to serve approximately 4,500 Free and Reduced Lunch (FRL) students in grades 4th and 5th at 29 schools in Miami, Florida. The project, Family Playlists: Improving High-Need Students' Academic Performance and SEL in Response to COVID-19.

The proposed project includes a teacher professional development (PD) component and the use of mobile technology, Family Playlists, available in over 100 languages and used in culturally diverse environments.

Family Playlists have two core components, Family Exploration and Family-Teacher Feedback. For example, the family explorations include offline activities around core math skills where the student teaches a family member about the coordinate plane, by drawing a grid and axes in paper, plotting their home at 0.0 as the origin and identifying places of importance in the neighborhood. The student/family partner will use their phone to take a video or photo of the activity they have worked together with the child and share it with the teacher for feedback. (Pages 1-5 , e-19-23, e28

#### Weaknesses:

No weaknesses noted.

Reader's Score: 15

2. The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

#### Strengths:

: The applicant provides an information dissemination plan that is adequate to enable others to use the strategies and activities. For example, the Communications Department will make a user-friendly interface on the website offering content, videos, practice guides, and other resources. Presentations at conferences, webinar series will be included reaching out to district and state leaders.

Sub

**Weaknesses:**

No weaknesses noted

**Reader's Score: 5**

**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 design of the proposed project, the Secretary considers the following factors:**

**Reader's Score: 28**

Sub

- 1. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.**

**Strengths:**

The applicant provides information indicating the logic model is the focus of the program and describes the relationships among the resources to operate the program, the activities planned, and the changes and results to be achieved.

**Weaknesses:**

The applicant does not provide sufficient information to properly assess the section. For example, the conceptual framework does not provide details on sufficient parent orientation or guidance, content of the parent consent form would be useful.

**Reader's Score: 13**

- 2. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

**Strengths:**

The applicant provides a detailed table describing the goals, objectives, and the expected outcomes. The proposed project identifies three major goals and objectives are measurable.

For example, the first goal, objective 2 proposes to Increase family participation in learning with their child at home. The expected outcomes are that 75% of families complete the "Family Feedback" section of Family Playlists. All three objectives are equally documented and attainable.

The applicant indicates they will work with 5 Title 1 M-DCPS elementary schools in the Formative Phase, 12 new Title 1 elementary schools in the Evaluation Phase and another 12 new Title 1 elementary schools in the Delayed Control Phase.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

- 3. The extent to which the design of the proposed project is appropriate to, and will**

**Sub**

**successfully address, the needs of the target population or other identified needs.**

**Strengths:**

The applicant provides evidence the program will meet the needs of the target population. The formative phase will focus on optimizing both the Family Playlists product and the predominantly remote delivery model for PD, to ensure successful teacher implementation of the Family Playlists program and promote the desired teacher-student-family interactions that will lead to improved student outcomes. During the second and third year of the program the evaluation phase will be implemented to see if goals are being met. The final school year will bring delayed control phase when the program delivers delayed treatment to 12 control schools in the study. They will also use this period to finalize the evaluation.

The applicant provides a plan for meeting the needs of each participant including academic support and counseling activities, curriculum content for group and individual meetings and core services provided by the program.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 10**

**Resources & Management Plan - Resources & Management Plan**

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

**Reader's Score: 22**

**Sub**

- 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.**

**Strengths:**

The applicant provides a table with components of the management plan. These include objectives, performance measures, activities, start and end of components and staff responsible for each. Timelines are present in the table. The program has a plan in place for supporting this project after federal funding ends

**Weaknesses:**

The applicant indicates that there is a plan to support this project after the grant period via philanthropy and fees, but more details are needed to demonstrate a commitment of time, resources, and funding from PowerMyLearning or the Miami-Dade Public Schools District.

**Reader's Score: 8**

- 2. The qualifications, including relevant training and experience, of key project personnel.**

**Sub**

**Strengths:**

The applicant provides a detailed organizational chart. The qualifications for the Project Director are excellent and sufficient in formal educational training and work-related experience in fields associated to the objectives of the project and experience in designing, managing, or implementing similar projects. Qualifications and experience for the additional staff meet the required standards for the project. The applicant provides relevant experience, education, and training for each member of the management team and identifies their duties.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

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

**Strengths:**

The applicant provides a well-documented budget narrative. The budget is well organized and adequate to support planned services and activities. The costs are reasonable in relation to the objectives and scope of the project. Expenditures and personnel responsible for the budget are clearly identified.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

**4. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

**Strengths:**

The project contains procedures to ensure feedback needed for continuous improvement. For example, data sources include teacher responses from surveys, focus groups, and interviews regarding their instructional practice and student engagement outcomes, responses from coach questionnaires. The data on implementation strategies on professional development will be stored in Salesforce, real-time implementation data and user experience data will be gathered. These data sources and methods will inform modifications needed

**Weaknesses:**

More details are needed to determine who will be monitoring performance data to ensure the project stays on track and who will direct that the adjustments are made to ensure the activities and strategies reach the intended outcomes.

**Reader's Score: 4**

**Selection Criteria - Quality of the Project Evaluation**

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

Reader's Score: 0

Sub

1. (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 this notice).

Strengths:

Weaknesses:

Reader's Score:

2. (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Strengths:

Weaknesses:

Reader's Score:

3. (3) The potential contribution of the proposed project to increase knowledge or understanding of educational problems, issues, or effective strategies.

Strengths:

Weaknesses:

Reader's Score:

## Priority Questions

### CPP1 - CPP1

1. **Competitive Preference Priority 1: Computer Science (up to 5 points).**  
Projects designed to improve student achievement or other educational outcomes in computer science (as defined in this notice). These projects must address the following priority area: Expanding access to and participation in rigorous computer science coursework for traditionally underrepresented students such as racial or ethnic minorities, women, students in communities served by rural local educational agencies (as defined in this notice), children or students with disabilities (as defined in this notice), or low-income individuals (as defined under section 312(g) of the Higher Education Act of 1965, as amended).

Strengths:

**Weaknesses:**

**Reader's Score:**

**CPP2 - CPP2**

**1. Competitive Preference Priority 2: Innovative Approaches to Addressing the Impact of COVID-19 on Underserved Students and Educators (up to 5 points).**

**Projects designed to address the needs of underserved students and educators most impacted by COVID-19 through...[refer to the NIA for the full list of potential projects]**

**Strengths:**

The applicant meets this Competitive Preference Priority by proposing a project that addresses the needs of the target student population, high-need students, and educators most impacted by COVID-19. The proposed project has a set of homework interventions to be implemented concurrently with classroom Face to Face instruction.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

**CPP3 - CPP3**

**1. Competitive Preference Priority 3: Promoting Equity and Adequacy in Student Access to Educational Resources and Opportunities (up to 5 points).**

**Projects designed to promote equity in access to critical resources for underserved students in prekindergarten through grade 12 through one or more of the following...[refer to the NIA for the full set of potential projects]**

**Strengths:**

The applicant meets this Competitive Preference Priority with a proposal that addresses equity in access to critical resources for high-need populations. Data is presented to support the access of students and parents to smartphones as a study by New America Foundation (2021) reports 96% of the target population have smartphones and 99% have some form of access to Internet.

**Weaknesses:**

The applicant does not explain how research was conducted to determine most parents have some form of access to the Internet.

**Reader's Score: 4**

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**Status:** Submitted  
**Last Updated:** 10/07/2021 04:43 PM





Status: Submitted

Last Updated: 10/07/2021 04:35 PM

## Technical Review Coversheet

Applicant: PowerMyLearning, Inc (S411C210084)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	20	0
<b>Quality of Project Design</b>		
1. Project Design	30	0
<b>Sub Total</b>	50	0
<b>Resources &amp; Management Plan</b>		
<b>Resources &amp; Management Plan</b>		
1. Resources & Manag. Plan	25	0
<b>Sub Total</b>	25	0
<b>Selection Criteria</b>		
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	22
<b>Sub Total</b>	25	22
<b>Priority Questions</b>		
<b>CPP1</b>		
<b>CPP1</b>		
1. CPP1	5	0
<b>Sub Total</b>	5	0
<b>CPP2</b>		
<b>CPP2</b>		
1. CPP2	5	0
<b>Sub Total</b>	5	0
<b>CPP3</b>		
<b>CPP3</b>		
1. CPP3	5	0
<b>Sub Total</b>	5	0
<b>Total</b>	115	22

# Technical Review Form

Panel #15 - EIR Early Phase - 15: 84.411C

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

Applicant: PowerMyLearning, Inc (S411C210084)

## Questions

### Selection Criteria - Significance

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

Reader's Score: 0

#### Sub

1. The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

**Strengths:**

N/A

**Weaknesses:**

N/A

Reader's Score: 0

2. The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

**Strengths:**

N/A

**Weaknesses:**

N/A

Reader's Score: 0

### 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 design of the proposed project, the Secretary considers the following factors:

Reader's Score: 0

Sub

1. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

**Strengths:**

N/A

**Weaknesses:**

N/A

Reader's Score: 0

2. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

**Strengths:**

N/A

**Weaknesses:**

N/A

Reader's Score: 0

3. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

**Strengths:**

N/A

**Weaknesses:**

N/A

Reader's Score: 0

#### Resources & Management Plan - Resources & Management Plan

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

Reader's Score: 0

Sub

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.

**Sub**

**Strengths:**

N/A

**Weaknesses:**

N/A

**Reader's Score: 0**

**2. The qualifications, including relevant training and experience, of key project personnel.**

**Strengths:**

N/A

**Weaknesses:**

N/A

**Reader's Score: 0**

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

**Strengths:**

N/A

**Weaknesses:**

N/A

**Reader's Score: 0**

**4. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

**Strengths:**

N/A

**Weaknesses:**

N/A

**Reader's Score: 0**

**Selection Criteria - Quality of the Project Evaluation**

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

Sub

1. (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 this notice).**

**Strengths:**

The applicant clearly stated that a school-level randomized-controlled trial would be implemented in the proposed project (p.e16 and p.e38). The applicant also explained the use of a stratified random sampling to assign to treatment and control groups of 24 interested elementary schools (grades 4-5). The treatment group would receive the intervention and the control groups would continue with business-as-usual teaching (p.e39). The applicant also provided information about the domain to be measured, measure (instrument), reliability/validity, baseline data collection timeline, and outcome data collection timeline (pe.45). The applicant also indicated that it expected low attrition for the proposed project; however, if attrition becomes a problem, adjustments would be needed as indicated by What Works Clearinghouse (WWC) would be implemented (e.g., the establishment of baseline data and adjustments if baseline results on the desired output exceed 0.05-0.25 SD). The methods of evaluation proposed by the applicant would detect an effect size of 0.24 (p.e42). The applicant also indicated the student-level and school-level statistical model to be used for the proposed project as well as the power analysis and assumptions for the calculations (p.e119-e120). A draft of the fidelity measures of the Family Playlist program including components, indicators, the threshold of implementation, sample, and years of fidelity measures to demonstrate the proposed project would be implemented as desired (p.e121-e125). The independent evaluator demonstrated the experience to evaluate the proposed project (p.e21). Thus, the applicant provided methods of evaluation information to demonstrate that the proposed project would produce evidence about the project's effectiveness in meeting the WWC standards without reservations.

**Weaknesses:**

It is unclear whether family information such as engagement and subject matter knowledge would be accounted in the design. Moreover, it is unclear if all participants would have access to Internet to be able to participate in the proposed intervention.

2. (2) **The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**Strengths:**

The applicant clearly indicated that the formative period of 1.5 years of the proposed project would be implemented in a small number of schools (n=5) to refine the impact evaluation of the proposed project (p.e37). For example, professional development prompts for families, and teacher assignments of Family Playlist would be monitored with the evaluator to make changes as needed. The applicant clearly indicated that teachers' instructional practices information would be collected using surveys, focus groups, and interviews and user experience would be collected through the JIRA software. The applicant would review annual outcome data for one-year and two-year impacts of the proposed activities utilizing the outcome baseline data as covariates to monitor the progress of the proposed project (p.e33 and p. e41).

**Weaknesses:**

It is unclear what opportunities will be offered to provide feedback and monitor the proposed project. Moreover, it is unclear who will review the data to ensure the progress of the proposed objectives. The applicant did not provide enough information to understand how the results of the methods of evaluation would allow for feedback and permit periodic assessment.

Sub

Reader's Score: 3

**3. (3) The potential contribution of the proposed project to increase knowledge or understanding of educational problems, issues, or effective strategies.**

**Strengths:**

The applicant clearly indicated that the measures of fidelity would be developed during the formative phase (1.5 years) and implemented for 12 schools in the evaluation phase (p.e16). For example, the Family Playlists product and the PD for teachers would improve students' outcomes as indicated in a quasi-experimental design pilot study in New York showing a positive impact on grade 7 math achievement (p.e23) and social-emotional learning (p.e95-e119). The applicant clearly explained that the proposed project would increase knowledge about homework, as students become the teachers transferring knowledge and skills to other subjects and affecting their

**Weaknesses:**

No weakness noted.

Reader's Score: 5

**Priority Questions**

**CPP1 - CPP1**

**1. Competitive Preference Priority 1: Computer Science (up to 5 points).**

Projects designed to improve student achievement or other educational outcomes in computer science (as defined in this notice). These projects must address the following priority area: Expanding access to and participation in rigorous computer science coursework for traditionally underrepresented students such as racial or ethnic minorities, women, students in communities served by rural local educational agencies (as defined in this notice), children or students with disabilities (as defined in this notice), or low-income individuals (as defined under section 312(g) of the Higher Education Act of 1965, as amended).

**Strengths:**

N/A

**Weaknesses:**

N/A

Reader's Score: 0

**CPP2 - CPP2**

**1. Competitive Preference Priority 2: Innovative Approaches to Addressing the Impact of COVID-19 on Underserved Students and Educators (up to 5 points).**

Projects designed to address the needs of underserved students and educators most impacted by COVID-19 through...[refer to the NIA for the full list of potential projects]

**Strengths:**

N/A

**Weaknesses:**

N/A

**Reader's Score: 0**

**CPP3 - CPP3**

**1. Competitive Preference Priority 3: Promoting Equity and Adequacy in Student Access to Educational Resources and Opportunities (up to 5 points).**

**Projects designed to promote equity in access to critical resources for underserved students in prekindergarten through grade 12 through one or more of the following...[refer to the NIA for the full set of potential projects]**

**Strengths:**

N/A

**Weaknesses:**

N/A

**Reader's Score: 0**

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**Status:** Submitted

**Last Updated:** 10/07/2021 04:35 PM

Status: Submitted

Last Updated: 10/07/2021 05:21 PM

## Technical Review Coversheet

Applicant: PowerMyLearning, Inc (S411C210084)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	20	20
<b>Quality of Project Design</b>		
1. Project Design	30	28
<b>Sub Total</b>	50	48
<b>Resources &amp; Management Plan</b>		
<b>Resources &amp; Management Plan</b>		
1. Resources & Manag. Plan	25	23
<b>Sub Total</b>	25	23
<b>Selection Criteria</b>		
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	0
<b>Sub Total</b>	25	0
<b>Priority Questions</b>		
<b>CPP1</b>		
<b>CPP1</b>		
1. CPP1	5	
<b>Sub Total</b>	5	
<b>CPP2</b>		
<b>CPP2</b>		
1. CPP2	5	4
<b>Sub Total</b>	5	4
<b>CPP3</b>		
<b>CPP3</b>		
1. CPP3	5	3
<b>Sub Total</b>	5	3
<b>Total</b>	115	78



# Technical Review Form

Panel #15 - EIR Early Phase - 15: 84.411C

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

Applicant: PowerMyLearning, Inc (S411C210084)

## Questions

### Selection Criteria - Significance

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

Reader's Score: 20

#### Sub

1. The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

#### Strengths:

: The applicant provides a comprehensive description of the proposed PowerMyLearning-Family Playlists project. The project is designed to improve algebra readiness among students with high needs, and improve the quality of teacher and family practices around math homework. The project uses a learning by teaching strategy to increase student comprehension and persistence.

#### Weaknesses:

No weaknesses were noted

Reader's Score: 15

2. The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

#### Strengths:

The applicant provides a detailed description of the dissemination plan that includes access to content, including practice guides that can be downloaded from the PowerMyLearning website, presentations at conferences, a webinar series, and media outreach through outlets such as THE Journal, EDSurge, EdWeek and the National PTA.

#### Weaknesses:

No weaknesses were noted.

Reader's Score: 5

### 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 design of the proposed project, the Secretary considers the following factors:

**Reader's Score: 28**

**Sub**

- 1. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.**

**Strengths:**

The applicant presents a comprehensive description of the conceptual framework. The Logic Model on page e25 for the Family Playlists Project includes activities for students, parents, and teachers. The applicant states that the challenges of smartphone access and family willingness to participate in the project should not present a challenge.

**Weaknesses:**

The applicant states that a few pilots of the program resulted in positive outcomes. The number of pilot programs was not clearly identified. Providing that information would strengthen the quality of the framework.

**Reader's Score: 14**

- 2. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

**Strengths:**

The goals, objectives, and outcomes for the proposed project were clearly described on page e26 to e27. The applicant presents specific and measurable goals, objectives and outcomes and the tools that will be used to collect the data. The activities presented are designed to improve readiness for algebra and SEL outcomes for underserved 4th and 5th grade students.

**Weaknesses:**

The applicant fails to clearly describe the barriers that will be addressed and how the PowerMyLearning professional development model and Family Playlists product will be refined

**Reader's Score: 4**

- 3. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

**Strengths:**

The applicant provides a clear description of how the needs of the target population will be addressed by the proposed project. The applicant includes data regarding the decline in math proficiency for underserved 4th graders. The Family Playlist Program will be one of the interventions that the Miami-Dade County Public Schools will use to address the needs of the targeted students and families. The Family Playlists are available in English, Spanish and other languages. The project will also support the teachers by providing professional development that will help them engage with families

**Weaknesses:**

No weaknesses were noted.

Sub

Reader's Score: 10

### Resources & Management Plan - Resources & Management Plan

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

Reader's Score: 23

Sub

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.

**Strengths:**

The applicant provides a comprehensive management plan with clear measurable objectives for the proposed project on pages e30 to e33. The responsibilities are well defined and the timelines for accomplishing project tasks were included. The management plan contains activities that will meet the needs of students, families and teachers. The project will be consistently monitored, and feedback will be collected from each group.

**Weaknesses:**

The beginning and ending dates for project activities were included in the management plan, however, the applicant failed to include the milestones. More details are needed regarding how the project will be modified to ensure high levels of family and student participation and scalability.

Reader's Score: 8

2. The qualifications, including relevant training and experience, of key project personnel.

**Strengths:**

The applicant provided detailed descriptions of the qualifications and experience of key personnel on pages e34 and e35. The organizational chart on page e34 provides a snapshot of the team. Their roles and responsibilities for project tasks are clearly outline in a chart on page e35.

**Weaknesses:**

No weaknesses were noted,

Reader's Score: 5

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

**Strengths:**

The applicant provides a comprehensive description of the costs of the project. The budget and budget narrative on pages e127 to e137 includes the costs for personnel, contractors, travel, and evaluators and materials and supplies

**Sub**

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 5**

**4. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

**Strengths:**

The applicant provides a description of the comprehensive continuous improvement process that will be used to improve the operation of the proposed project on page e37. Specific areas of improvement will be identified during the formative period of the project. Data will be collected from teacher surveys, focus groups, interviews, and Salesforce. Data from students and families will also be collected and used to improve the proposed project.

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 5**

**Selection Criteria - Quality of the Project Evaluation**

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

**Reader's Score: 0**

**Sub**

**1. (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 this notice).**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

**2. (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**Strengths:**

Sub

**Weaknesses:**

**Reader's Score:**

3. (3) The potential contribution of the proposed project to increase knowledge or understanding of educational problems, issues, or effective strategies.

**Strengths:**

**Weaknesses:**

**Reader's Score:**

### Priority Questions

#### CPP1 - CPP1

1. **Competitive Preference Priority 1: Computer Science (up to 5 points).**

Projects designed to improve student achievement or other educational outcomes in computer science (as defined in this notice). These projects must address the following priority area: Expanding access to and participation in rigorous computer science coursework for traditionally underrepresented students such as racial or ethnic minorities, women, students in communities served by rural local educational agencies (as defined in this notice), children or students with disabilities (as defined in this notice), or low-income individuals (as defined under section 312(g) of the Higher Education Act of 1965, as amended).

**Strengths:**

**Weaknesses:**

**Reader's Score:**

#### CPP2 - CPP2

1. **Competitive Preference Priority 2: Innovative Approaches to Addressing the Impact of COVID-19 on Underserved Students and Educators (up to 5 points).**

Projects designed to address the needs of underserved students and educators most impacted by COVID-19 through...[refer to the NIA for the full list of potential projects]

**Strengths:**

Strengths: The applicant describes the research-based strategies that will be used to address the impact of COVID-19 on underserved children on page e20. The applicant states that COVID-19 has had an impact on instructional loss. The project will be one of the interventions that will be used to improve math skills for 4th and 5th.

**Weaknesses:**

The applicant failed to provide data regarding the impact of COVID-19 on instructional loss.

**Reader's Score:** 4

**CPP3 - CPP3**

**1. Competitive Preference Priority 3: Promoting Equity and Adequacy in Student Access to Educational Resources and Opportunities (up to 5 points).**

**Projects designed to promote equity in access to critical resources for underserved students in prekindergarten through grade 12 through one or more of the following...[refer to the NIA for the full set of potential projects]**

**Strengths:**

The applicant states that underserved students and their families will have the resources to participate in the proposed project because 96% of families have access to smartphones or access to some form of internet. Smartphones will be used to implement the Family Playlist program. The applicant cites a study stating that more than 93% of families were willing to participate in the proposed project

**Weaknesses:**

The applicant failed to provide additional sources that support the statement that underserved students and their families have access to some form of internet. The statement was supported by one study by the New America Foundation. The applicant used the results from one small sample to reach the conclusion that families will want to participate in proposed project

**Reader's Score:** 3

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**Status:** Submitted  
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