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

Status: Submitted
Last Updated: 10/12/2021 05:04 PM

Technical Review Coversheet

Applicant: LA Promise Fund (S411C210135)
Reader #1:   **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Significance			
1. Significance		20	20
Quality of Project Design			
1. Project Design		30	30
	Sub Total	50	50
Resources & Management Plan			
Resources & Management Plan			
1. Resources & Manag. Plan		25	25
	Sub Total	25	25
Selection Criteria			
Quality of the Project Evaluation			
1. Project Evaluation		25	0
	Sub Total	25	0
Priority Questions			
CPP1			
CPP1			
1. CPP1		5	
	Sub Total	5	
CPP2			
CPP2			
1. CPP2		5	5
	Sub Total	5	5
CPP3			
CPP3			
1. CPP3		5	5
	Sub Total	5	5
	Total	115	85

Technical Review Form

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

Applicant: LA Promise Fund (S411C210135)

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:

   Applicant proposes a pathway to college success intervention that supports students in grades 9 through grade 12 in preparing for and attaining post-secondary enrollment that builds on existing strategies while infusing new promising approaches. In addition to supports related to financial aid, STEM career readiness, academic planning, and college application assistance for seniors, the proposed study integrates a focus on identity, socialization, self-awareness, and self-efficacy during the transition to college (e22). Additionally, the proposed study establishes a collaborative of college counselors from partner schools and college access services providers who will set a collaborative agenda for improving college access service delivery for black students and employ culturally affirming strategies for working with the target population. (e23)

   Weaknesses:

   None 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:

   As part of its dissemination strategy, the applicant will develop a repositor for all materials developed by the project that includes strategies, marketing materials, etc. Evaluative results, best practices, and lessons learned will be incorporated at the conclusion of the study. A webinar series will be developed and posted on the project website. Plans to target dissemination efforts to practitioners, publish in peer reviewed journals, present at conferences, are also outlined. (e25-26)

   Weaknesses:

   None noted.

Sub

   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: 30

   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:

      A comprehensive conceptual framework that closely aligns with the research base around college access and persistence is outlined. The framework targets students in grades 9 through grade 12 to establish a pipeline of college going students. (e26) The framework includes academic planning, career readiness, financial aid, senior planning, transition to college supports and whole student supports. Research citations include a study on creating a culturally responsive college going culture that support the study's integration of culturally relevant strategies across all facets of programming. (e26) Further, supports or enrolled freshmen include pairing with peer mentors to support matriculation and persistence in all academic disciplines and access to critical resources. (e26)

      Weaknesses:

      None noted.

      Reader's Score: 15

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

      Strengths:

      Applicant specifies three student-focused, clearly specified and measurable goals. Each goal is supported by multiple objectives with strong alignment between each objective and its associated outcome. Each outcome is detailed and incorporates a measurable target. (e28-e29) A broader project objective is to fill gaps in programming at the secondary school level, add deeper supports once students reach college, and bring together a collective of college access service providers and counselors to focus on black students in order to analyze the root causes of disparities in college outcomes and increase use of research-based culturally affirming practices. (e31)

      Weaknesses:

      None noted.

      Reader's Score: 5

   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:

      Local data are provided, indicating that while 65% of the target population meet California State University or University of California admissions requirements, only 26% and 6% respectively enroll (e22). National statistics on earnings based on level of education are also provided and further evidence the needs of the target population.

Sub

The proposed project has substantial potential to improve the college attainment and persistence by providing a holistic, multi-year support system that integrates culturally relevant college going strategies and social-emotional learning supports as part of a comprehensive college readiness strategy for black or African American identifying students of low socioeconomic status. (e25-e26)

Weaknesses:

None 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: 25

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 reports extensive experience managing large government and private foundation grants with comprehensive financial management and accounting procedures in place. (e32). Further, the proposal outlines a robust management plan with a comprehensive list of milestones aligned to one or more quarters. Milestones are organized by area to include project infrastructure and grant reporting, direct service components, systems change component and evaluation. For each milestone, the position title of the responsible party is stated. If the responsible party is a partner organization, the partner organization is identified. (e33-e34)

Weaknesses:

None noted.

Reader's Score: 10

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

Strengths:

The key personnel have substantial training and experience in management, project management, college access and enrollment, higher education administration, and secondary school programs. This is an important indicator of the capacity of the key personnel to execute the project. (e56-73) Experience in these specific areas indicate key knowledge necessary for successful implementation and monitoring of the project.

Weaknesses:

None 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 costs for personnel, contracts, supplies, participant research incentives, transcription service, summer STEM enrichment programs, and scholarships are reasonable. Costs are aligned with the objectives and design of the proposed project. Personnel costs are aligned with the expertise required to administer the study. (e98-e99)

   Weaknesses:

   None 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 proposes multiple mechanisms to facilitate ongoing feedback. Quarterly advisory board meetings to discuss lessons learned, semi-annual presentations by the evaluation team to identify recommendations for improvement with recommendations of the advisory committee presented to project leaders and staff to inform programmatic adjustments. (e38) In addition to weekly staff meetings, monthly meetings of the project to examine broader issues and review interim results are planned. The senior director and/or chief strategic officer will hold consultancies with team members in support of continuous improvement. (e38)

   Weaknesses:

   None 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

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:

Sub

    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:

   Applicant indicates that as low-income black students, their community was disproportionately impacted by COVID-19 in terms of both health and economic impacts and contends that COVID-19 exacerbated a disengagement from school that was already prevalent among Black students. Further a July 2021 report indicating that student's academic progress and social connectedness to school community were at the top of school-related concerns among Black parents is cited. (e48) The proposed project addresses both health impacts, specifically mental health, through its focus on social and emotional supports. Further, the proposed project offers a holistic, multi-year support system intended to establish a pipeline of college going students and to improve college attainment and persistence.

   Weaknesses:

   None 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:

   In an effort to address the long-standing disparities of college readiness, enrollment and persistence amount black students, the proposed study would implement a multi-faceted direct service framework that includes a network of college access service providers who will meet regularly to improve their delivery of culturally relevant college access support. Research citations include a study on creating a culturally responsive college going culture that support the study's integration of culturally relevant strategies across all facets of programming. (e26) Specifically, the proposed study establishes a collaborative of college counselors from partner schools and college access services providers who will set a collaborative agenda for improving college access service delivery for black students and employ culturally affirming strategies for working with the target population. (e23)

   Weaknesses:

   None noted.

Reader's Score: 5

Status: Submitted
Last Updated: 10/12/2021 05:04 PM

Technical Review Coversheet

Applicant: LA Promise Fund (S411C210135)
Reader #2:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	30	30
Sub Total	50	50
Resources & Management Plan		
Resources & Management Plan		
1. Resources & Manag. Plan	25	25
Sub Total	25	25
Selection Criteria		
Quality of the Project Evaluation		
1. Project Evaluation	25	0
Sub Total	25	0
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	
Sub Total	5	
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
CPP3		
CPP3		
1. CPP3	5	5
Sub Total	5	5
Total	115	85

Technical Review Form

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

Applicant: LA Promise Fund (S411C210135)

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 plan described by the applicant to involve the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies is adequate. Proposed project will encompass the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies by providing documented interventions, resources, activities, services, programs and practices that can help to solve the persistent problems in education that prevent students, particularly high-need students, from succeeding. The project will address the problem; and demonstrate how their proposed project (based on best available evidence) could build on previous existing strategies designed to appeal to high needs students to accelerate student achievement. Proposed project will design and implement the College Access Network (CAN), a collaborative of college counselors from partner schools and college access service providers who will set a collective agenda for improving college access service delivery for Black students by embracing and employing culturally affirming strategies for working with Black students to improve student achievement and attainment for high-need students. (page e 23)

   Weaknesses:
   None 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 plan described by the applicant in which the results of the proposed project to be disseminated in ways that will enable others to use the information or strategies is clear. Potential dissemination of the proposed innovations will increase efficiency, understanding of educational problems, issues, or effective strategies by utilizing resources; replication operations; up-to-date and research-based methods of assessment; adaptations of practices; as well as a clear description of how the grant activities will be implemented. Proposed project will provide community awareness of the project, provide nonparticipants with information about the project outcome by webinar, handbook,

etc.; and provide information on project effectiveness to accelerate achievement; to implement strategies in a variety of new population and settings; and enable others to utilize information or strategies.
(page e 14)

Weaknesses:

None 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: 30

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 proposed project's conceptual framework is well-conceived and will likely lead to sound project implementation by employing strong alignment between the proposed project activities and outcomes outlined in the logic model provided. Their strategic revisions to improve and adjust services; as well as activities will achieve the proposed outcomes (Ninety five percent (95%) of Cohort 1 will apply to 4-year colleges/universities) and their goal. Additionally, specific tasks that will be completed, the primary participants that will be involved, the methods that will be employed, and the tangible results that are expected for identified tasks are logically linked to a rationale for the implementation strategy and referenced literature by Solorzano, Ceja & Yosso (2000) to validate their proposed design. The detailed project plan provided in the applicant's proposal will lead to a more organized project implementation by itemizing project tasks, (Senior Planning Sessions), assigning task owners, outlining timelines for specific project deliverables, and allowing all stakeholders to monitor progress in real time to meet the objectives of the proposed project . (pages e 25, e87)

Weaknesses:

None noted.

Reader's Score: 15

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 presents realistic activity objectives in measurable terms that include baselines, indicators, targets, timelines, population. Specified measurable goals, objectives, and outcomes will be achieved by utilizing ongoing curriculum adjustments; initiating training modalities based on formative and summative evaluations; and aligning the proposed implementation plan and the performance indicators with proposed activities. The overall rate of change anticipated across the project period and aligned objectives will be determined by rates of increase from

performance indicators. Project objectives such as, (Students feel confident about navigating the college admissions process) are outlined and include corresponding program purpose; and clear outcomes or projections such as, (Sixty percent (60%) of Cohort 1 students will graduate in 4 to 6 years) that describe the specific desired results of programmatic operations will be achieved by implementing measurable terms such as measuring tools, quantitative qualitative levels of success, projected baselines, indicators, targets, timelines (Quarter 2), and population to achieve measurable goals of the project. (pages e87,e 28)

Weaknesses:

None noted.

Reader's Score: 5

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 application clearly addresses a burden and includes data that substantiates the need for their project. Data shows significant gaps in post-secondary enrollment, attendance and persistence compared with other groups, particularly white populations. Data shows State University (CSU)/University of California (UC) admission requirements, only 26% and 6%, respectively, enroll in college. Sixty-three percent of Black students who enroll in community college leave without attaining a degree, and only 9% and 43%, respectively, graduate from CSU/UC within four years; 43% and 75% graduate within six years. This data and other disparities will justify a lack of and a need for necessary resources and support to meet student needs. Linkages with other appropriate agencies and organizations providing services to the target population will be established through primary project partners: Los Angeles Unified School District, University of Southern California, Center for Education, Identity and Social Justice. The applicant will provide effective practices by Building Network Participants' Capacity to Improve Practices and Targeting Supports Based on Student Needs, etc.to ensure that the design of the proposed project is appropriate to, and will successfully address the needs of the target population or other identified needs.(pages e 21, e18, e22)

Weaknesses:

None 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: 25

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:

The management plan described by the applicant is adequate to achieve the objectives of the proposed project. The management plan will achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks by incorporating a detailed timeline (Quarter 1) that provides a clear roadmap for project implementation; by positioning key benchmarks with objectives, outputs, and outcomes (Seventy-five percent (75%) persistence rate from 1st year to 2nd year for Cohort 1) outlined in the logic model; and by highlighting specific deliverables from all key partners and stakeholders involved in the project. Project milestones (Work with consultant to develop and update CRM) will drive continuous improvement by addressing data checkpoints where information collected is analyzed and used to identify areas where pivots in strategy of implementation may be warranted. Clearly defined roles for key personnel and sufficient staff time (100%) will accomplish project tasks by improving results and productivity. The proposed budget appears to be consistent with the size and scope of the project in order to provide proposed services, and achieve the activities and goals of the proposal with the total amount of money requested. The key personnel assigned to the proposed project stem from multiple departments within the organization, which will provide an opportunity for the project to have a systemic impact on the organization's overall operation to maximize the effectiveness of the project. (pages e33,e87)

Weaknesses:

None noted.

Reader's Score: 10

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

Strengths:

The qualifications of the key project personnel are clearly appropriate to the respective positions. Qualified key project personnel with relevant training and experience will improve productivity and accomplish project tasks by employing their expertise in leadership, evaluation, curriculum development, and management skills. Additionally, key personnel are appropriate to their respective positions and qualified to carry out the proposed project; have the programmatic capability to serve the target population; will provide assurances that the project has the capacity to meet program goal by providing proper and effective administration of the proposed project. Qualifications (included in resume); training and education of the Senior Director of College Success (Ed.D.) in a relevant field; evaluation, technology, finances, and programming skills will provide management services to effectively fulfill the objectives of the project; maximize the effectiveness of the project, and provide oversight to justify assurances that the project has the capacity to achieve the objectives on time. (pages e36, e56)

Weaknesses:

None 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 has provided relevant information regarding how costs are appropriate and reasonable in relation to the objectives, design, and potential significance of the proposed project. The costs will reflect their work plan, objectives, and detailed computations of personnel salaries, fringe benefits, travel ($7,569.0, Year 1) and supplies by utilizing a budget justification that details cost basis, calculations; and demonstrates how each line-item expenditure was derived. The budget delineates costs of the project to be met by the funding source. The individual

line items (e.g., personnel ($336,125.00, Year 1), travel, materials, etc.) are understandable in terms of what they will cost and what services will be rendered for the proposed project. Items are logically linked to the activities in the proposed project and are reasonable in relation to the objectives, design, and potential significance of the proposed project. The total proposed budget appears to be consistent with the size and scope of the project in order to accomplish the activities and goals of the proposal with the total amount of money requested. (page e. 104)

Weaknesses:

None 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 has provided effective procedures for ensuring feedback and continuous improvement in the operation of the proposed project. Proposed procedures for ensuring feedback and continuous improvements will operate in the proposed project by employing effective intervals, timeline (Quarters 1, 2,3 ,4) for gathering and analyzing project data; allowing meaningful assessment (SAT/ACT) of progress to occur in time for course corrections to be made; implementing a data analysis mechanism for assessing project implementation; remediation and ongoing communication strategies; providing program assessments, monitoring of components and analysis and dissemination of data to facilitate improvement and sustainability of effective strategies. A means to collect data and feedback from staff and partnering schools; surveys and financial aid Seminars are addressed to evaluate and to ensure feedback and continuous improvement in the operation of the proposed project. (page e 27)

Weaknesses:

None 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

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:

N/A

Sub

    Weaknesses:

    N/A

    Reader's Score: **0**

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:

    N/A

    Weaknesses:

    N/A

    Reader's Score: **0**

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

    Strengths:

    N/A

    Weaknesses:

    N/A

    Reader's Score: **0**

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 has adequately designed a plan to address the needs of underserved students and educators most impacted by COVID-19. Innovative Approaches to Addressing the Impact of COVID-19 on Underserved Students and Educators" ("high needs students") will provide, improve, or expand services by assessing and understanding students' social, emotional, physical and mental health, and academic needs, in light of historical educational inequities and the impact of the COVID-19 pandemic; and reengaging students (and their families) and strengthening relationships between educators, students, and families. Additionally, urgent needs in Pre-K-12 education (impact of the novel coronavirus 2019 (COVID-19) will be addressed by launching BCSI with the first cohort of 12th graders; building relationships with underserved students; providing additional support to students to help them navigate the college admissions process, and showcasing possibilities and building exemplars. An available Academic Advisor will guide Black students and provide an extra level of support that is critically needed to address the needs of underserved students and educators most impacted by COVID-19. (page e48)

   Weaknesses:

   None 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 has clearly designed a plan to promote equity in access to critical resources for underserved students in prekindergarten through grade 12. Promoting Equity and Adequacy in Student Access to Educational Resources and Opportunities and improving the quality of educational programs will be addressed by facilitating a College Access Network (CAN) composed of school counselors and college access service providers, with a goal of having 12 network members who will meet regularly to improve their delivery of culturally relevant college access support by adopting a set of common, research-based practices and coordinating services. Facilitating CAN will enable LAPF to have a greater impact on an intransigent disparity and achieve a direct service framework by engaging in a collective effort and by engaging in deep self-reflection and potentially challenging conversations to create a more culturally responsive college access support system to promote equity in access to critical resources for underserved students in prekindergarten through grade 12. (page e49)

   Weaknesses:

   None noted.

Reader's Score: 5

Status: Submitted
Last Updated: 10/12/2021 11:07 AM

Technical Review Coversheet

Applicant: LA Promise Fund (S411C210135)
Reader #3: **********

		Points Possible	**Points Scored**
Questions			
Selection Criteria			
Significance			
1. Significance		20	0
Quality of Project Design			
1. Project Design		30	0
	Sub Total	50	0
Resources & Management Plan			
Resources & Management Plan			
1. Resources & Manag. Plan		25	0
	Sub Total	25	0
Selection Criteria			
Quality of the Project Evaluation			
1. Project Evaluation		25	19
	Sub Total	25	19
Priority Questions			
CPP1			
CPP1			
1. CPP1		5	
	Sub Total	5	
CPP2			
CPP2			
1. CPP2		5	
	Sub Total	5	
CPP3			
CPP3			
1. CPP3		5	
	Sub Total	5	
	Total	115	19

Technical Review Form

Reader #3: 　 * * * * * * * * * *

Applicant: 　 LA Promise Fund (S411C210135)

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: 19

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 proposed methods of evaluation include a plan for a quasi-experimental design (e39). The study proposes to measure eligible outcomes and includes multiple schools to avoid any confounds (e39-40).

   Weaknesses:

   The proposed methods of evaluation do not discuss how the comparison sample will be matched or created. It is unclear what matching procedures will be used to create the comparison sample. The proposed method also does not discuss how baseline equivalence will be assessed or if baseline data will be collected. Baseline equivalence must be established for a QED to meet standards. Additionally, there is no information regarding how missing data will be handled in the analysis.

   Reader's Score: 9

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 methods of evaluation will provide performance feedback and permit periodic assessments. The methods include feedback at the end of each semester, which will allow for timely progress monitoring of progress towards achieving intended outcomes (e46). Additionally, the proposed plan includes monthly and quarterly meetings with various members of the partnerships, which will allow for on-going feedback (e34).

   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:

   The proposed project has potential to increase knowledge or understanding of disparities in college access. The integrated framework along with including contextual information will contribute valuable information on high school graduation rates and college enrollment for Black students.

   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:

Status: Submitted

Last Updated: 10/12/2021 09:17 AM

Technical Review Coversheet

Applicant: LA Promise Fund (S411C210135)
Reader #4:   **********

		Points Possible	**Points Scored**
Questions			
Selection Criteria			
Significance			
1. Significance		20	0
Quality of Project Design			
1. Project Design		30	0
	Sub Total	50	0
Resources & Management Plan			
Resources & Management Plan			
1. Resources & Manag. Plan		25	0
	Sub Total	25	0
Selection Criteria			
Quality of the Project Evaluation			
1. Project Evaluation		25	19
	Sub Total	25	19
Priority Questions			
CPP1			
CPP1			
1. CPP1		5	
	Sub Total	5	
CPP2			
CPP2			
1. CPP2		5	
	Sub Total	5	
CPP3			
CPP3			
1. CPP3		5	
	Sub Total	5	
	Total	115	19

Technical Review Form

Panel #2 - EIR Early Phase - 2: 84.411C

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

Applicant: LA Promise Fund (S411C210135)

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: 19

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 investigators propose to study the effect of the BCSI intervention to increase high school student participants rates on 4-year college application, admission, enrollment, persistence and degree completion. Specifically, they plan to conduct a quasi-experiment with a sample of 300 students (150 treatment and 150 control) in year 1 and going up by 300 students each additional year for a total of 1500 students over 5 years (Page e40). According to their priori analysis their study has potential for detecting a medium effect size. Detailed data collection procedures and instruments align with the proposed research questions (Pages e40-e42). Both qualitative and quantitative procedures appear to be adequate for achieving their project goals. (Pages e43-e46)

   Weaknesses:

   Investigators indicated that the control group students will be obtained from a similar sample of Black high school students not participating in BSCSI. (Page e39) According to figure 2, control variables will include race, sex, parental education and GPA. (Page e46) While this information is helpful, additional details into how investigators plan on ensuring that this sample is well matched with treatment participants would be helpful. This information is critical for determining the likelihood of the program to meet the WWCs with reservations. It is unclear how 9th, 10th, 11th, and 12th graders will participate in the study. Research questions introduced in Table 3 are focusing on the impact of the intervention on high school seniors, however, juniors also appear to be part of the study on won't reach graduation point at completion of the program.

   Reader's Score: 9

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 project consist of three goals, with multiple objectives and outcomes. Important outcomes related to quasi-experimental study include increases in self-efficacy, 4-year college enrollment, persistence, and degree attainment, as well as increases college going culture. A strong team of evaluators plan on checking in on progress on a quarterly basis regarding the challenges that arise and will use collected data to determine programmatic adjustments around recommendations for improvements. (Page e38).

   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:

   If well implemented, the proposed project has the potential for contributing to the research base around college outcomes for Black students. Specifically, research on promoting self-efficacy, 4-year college enrollment, persistence, and degree attainment, as well as increases college going culture.

Sub

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:

Status: Submitted
Last Updated: 10/11/2021 05:08 PM