

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

Status: Submitted

Last Updated: 09/21/2016 07:00 PM

Technical Review Coversheet

Applicant: HighScope Educational Research Foundation (U411C160089)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	35	33
Quality of the Project Design and Management Plan		
1. Project Design/Mgmt. Plan	45	45
Quality of the Project Evaluation		
1. Project Evaluation	20	0
Total	100	78

Technical Review Form

Panel #8 - i3 Development - 8: 84.411C

Reader #1: *****

Applicant: HighScope Educational Research Foundation (U411C160089)

Questions

Selection Criteria - Significance

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

(1) The magnitude or severity of the problem to be addressed by the proposed project.

(2) 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.

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

Strengths:

1) The project builds on the HighScope Perry Preschool study, which has shown long-term benefit among low Social Economic Status African American children. The original program was for 3-4 year olds, and the current project aims to develop new strategies for preschool and kindergarten students.

The applicant will serve a high need school district in Detroit, MI (high diversity, high poverty).

2) Currently available self-regulation interventions are limited (one-shot attempt, add-on classroom activities, or address a limited set of constructs). The proposed program is to develop a program that will support children intentionally integrate the self-regulatory skills in their everyday life (Plan-Do-Reflect program through daily routines, Conflict Resolution through spontaneous productive adult-child interactions). The examples provided in the application are developmentally appropriate and engaging.

3) The importance of self-regulation intervention during the early years in life is well justified based on the research on brain development.

Weaknesses:

2) and 3)

The intervention combines two pre-existing programs and will adapt them to suit older children. The applicants can clarify whether the intervention to be developed will have some new elements in addition to these two existing programs.

Reader's Score: 33

Selection Criteria - Quality of the Project Design and Management Plan

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

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the project are clearly specified and measurable.
- (2) 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.
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.
- (4) The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.

Strengths:

- 1) The goals of the project are specified. A set of well-defined research questions is provided. Questions address the quality of the different phases of the development and evaluation. Appropriate and valid measures were selected and fully described.
- 2) The applicant has been developing curricula for many years and has a long history of teacher training and coaching. The team has the sufficient resources and experiences to carry out the project. The team will be supported by the advisory committee, which consists of experts in self-regulation, child mental health, inclusive classroom, etc. The applicant provides a detailed and reasonable timeline (Table 1). The responsibility of each involved party is specified for all of the grant activities. A matching fund is secured.
- 3) The project plan includes sufficient steps to ensure iterative development and increase feasibility/usability (page 15). Teachers will be invited to offer feedback and ratings for the activities.
- 4) HighScope has trained numerous teachers; therefore, the final outcome of the project can be widely disseminated. The intervention and teacher resource kits will be disseminated through the existing network. They will also disseminate the findings at academic and practitioner-oriented conferences.

Weaknesses:

none observed.

Reader's Score: 45

Selection Criteria - Quality of the Project Evaluation

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

- (1) The clarity and importance of the key questions to be addressed by the project evaluation, and the appropriateness of the methods for how each question will be addressed.
- (2) The extent to which the methods of evaluation will, if well-implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse Evidence Standards with reservations.
- (3) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

Strengths:

n/a

Weaknesses:

n/a

Reader's Score: **0**

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Last Updated: 09/23/2016 03:29 PM

Technical Review Coversheet

Applicant: HighScope Educational Research Foundation (U411C160089)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	35	35
Quality of the Project Design and Management Plan		
1. Project Design/Mgmt. Plan	45	43
Quality of the Project Evaluation		
1. Project Evaluation	20	0
Total	100	78

Technical Review Form

Panel #8 - i3 Development - 8: 84.411C

Reader #2: *****

Applicant: HighScope Educational Research Foundation (U411C160089)

Questions

Selection Criteria - Significance

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

- (1) The magnitude or severity of the problem to be addressed by the proposed project.
- (2) 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.
- (3) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

Strengths:

Students need to develop self-regulation skills starting at pre-school to give the skills children need to succeed in their first formal years of schooling p. 4. Students need to be taught these skills in order to conform to the expectations that schools require specific to impulse control, follow directions, and to be prepared to learn in the structure of schools p. 5.

The proposal builds upon an existing HighScope curriculum, Plan-Do-Review (PDR) and Conflict Resolution (CR) which promotes self-regulation skills amongst preschoolers and kindergarteners. The High Scope Curriculum has been in developed since the 1960s and this proposal plans to build upon previous work targeting a high-poverty, high-minority LEA.

HighScope with its PDR and CR foundational elements is an exceptional approach aligning with self-regulation literature that is relevant to the classroom needs. The PDR and CR are malleable elements responsive to classroom-based interventions that allow preschool students to develop the necessary skills that will promote learning p 6-7. HighScope is an embedded experience instead of an add-on. It does not target "narrow components of self-regulation" but instead, occurs within a scheduled part of each day where the child can practice and apply self-regulation elements. Figure 2 on p. 8 reflects this conceptual model and how the PDR and CR elements are infused into the learning experience. HighScope applies research on self-regulation (p. 6 – 7) and conflict resolution (p. 8).

Weaknesses:

No weaknesses found.

Reader's Score: 35

Selection Criteria - Quality of the Project Design and Management Plan

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

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

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

(4) The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.

Strengths:

The four goals are identified and each goal is followed by a description of the steps the project will take to further develop and enhance the PDR/CR elements of the High Scope curriculum. Table 1 on p. 14 offers a good illustration of the current PDR/CR resources and how the funded project will expand and enhance these current components to develop a new and expansive PDR/CR resource kit.

The applicant proposes to use a usability and feasibility model to further enhance the PDR/CR kit engaging teacher feedback in the initial first two years of the project. Each of the four goals are oriented to the further development of the High Scope curriculum, the testing of this curriculum and the implementation of the curriculum with the appropriate teachers to ensure access to the intended student audience.

The Table on page 11 illustrates how each of the four objectives will be met. The roles are identified, the time line is stated, and the intended outcomes are understood from this visual. The Management Plan identifies the key personnel and describes how each of the four goals are intended to be completed. The Management Structure is conceptualized and further illustrated with Figure 3 on page 18. This visual allows for an understanding of the structure to be used and where each of the critical players will assist with the development and implementation of this self-regulation program. The interactive approach between the staff and the advisory board and teacher collaborators affiliated with the Detroit Public Schools is understood. The continuous feedback loop is well structured and clearly stated on page 8. Finally, the dissemination plan on page 19 offers a clear and direct strategy to ensure the success of the program is further communicated to teachers and those that would benefit from the HighScope curriculum.

Weaknesses:

Goals, objectives and outcomes to be achieved by the proposal could have been further addressed. The goals are identified but the objectives affiliated with the four primary goals are not adequately stated to assist in the connection between the goals and the intended outcomes.

Reader's Score: 43

Selection Criteria - Quality of the Project Evaluation

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

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

(2) The extent to which the methods of evaluation will, if well-implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse Evidence Standards with reservations.

(3) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

Strengths:

NA

Weaknesses:

NA

Reader's Score: **0**

Status: Submitted

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Status: Submitted

Last Updated: 09/22/2016 03:21 PM

Technical Review Coversheet

Applicant: HighScope Educational Research Foundation (U411C160089)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	35	35
Quality of the Project Design and Management Plan		
1. Project Design/Mgmt. Plan	45	37
Quality of the Project Evaluation		
1. Project Evaluation	20	0
Total	100	72

Technical Review Form

Panel #8 - i3 Development - 8: 84.411C

Reader #3: *****

Applicant: HighScope Educational Research Foundation (U411C160089)

Questions

Selection Criteria - Significance

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

- (1) The magnitude or severity of the problem to be addressed by the proposed project.
- (2) 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.
- (3) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

Strengths:

Demographic data and information related to self-regulation abilities of students prove the severity of the problem for the Detroit preschool population.

The HighScope curriculum is proven to have a positive effect on increased social responsibility and reduced involvement in crime. To build on the curriculum, the Plan-Do-Review and Conflict Resolution initiatives are a promising strategy given the research provided.

The proposed project builds on the HighScope Perry Preschool Study and includes new strategies for preschool and kindergarten students (p.e24).

The project addresses the absolute priority using strong theory per the HighScope Perry Preschool Study and research on self-regulation. Use of these strategies should address the goals and objectives outlined for the project in the area of non-cognitive approaches.

Weaknesses:

No Weaknesses Identified.

Reader's Score: 35

Selection Criteria - Quality of the Project Design and Management Plan

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

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

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

(4) The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.

Strengths:

The Logic Model on p. e26 specifically includes some short-term, intermediate and long-term outcomes.

The project goals on p. 19 of the application are geared toward student behavior, self-efficacy and performance in schools.

Extensive professional development and coaching is planned for teachers and the project goals reflect focus on teachers as well as students.

There is a timeline with goals/activities/ and roles of key project team members on p. e31

The responsibilities of the management team are outlined on p. e37. Explaining who will be responsible for the oversight and attainment of each project goal helps to clearly address how the project tasks are to be accomplished.

Procedures to obtain feedback for improvement are in place on p. e38.

There is a plan in place for broad dissemination to include sharing the findings of the project implementation at professional conferences and issuance of press releases. The program has promise for replication to other settings that serve similar demographics.

Weaknesses:

The description of feedback needs to further explain what type of data will be collected, how often, and relate more closely to the project goals and objectives.

Applicant should consider expanding the current logic model to be more fully developed and representative of project components in a more detailed manner.

Reader's Score: 37

Selection Criteria - Quality of the Project Evaluation

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

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

(2) The extent to which the methods of evaluation will, if well-implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse Evidence Standards with reservations.

(3) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

Strengths:

Not applicable.

Weaknesses:

Not applicable.

Reader's Score: 0

Status: Submitted

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Status: Submitted

Last Updated: 09/14/2016 07:43 PM

Technical Review Coversheet

Applicant: HighScope Educational Research Foundation (U411C160089)

Reader #4: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	35	0
Quality of the Project Design and Management Plan		
1. Project Design/Mgmt. Plan	45	0
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Total	100	20

Technical Review Form

Panel #8 - i3 Development - 8: 84.411C

Reader #4: *****

Applicant: HighScope Educational Research Foundation (U411C160089)

Questions

Selection Criteria - Significance

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

- (1) The magnitude or severity of the problem to be addressed by the proposed project.
- (2) 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.
- (3) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

Selection Criteria - Quality of the Project Design and Management Plan

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

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the project are clearly specified and measurable.
- (2) 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.
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.
- (4) The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

Selection Criteria - Quality of the Project Evaluation

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

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

(2) The extent to which the methods of evaluation will, if well-implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse Evidence Standards with reservations.

(3) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

Strengths:

The applicant presents a fully developed evaluation plan. The research questions are clearly aligned with the project goals. The plan features the collection and analysis of various qualitative and quantitative data which will provide a wide range of information to drive the evaluation; these data sources include feedback surveys, focus groups, and fidelity checklists. A multitude of measures will be administered to learn about project impact on children's self-regulation skills (pgs. 21-22), while math and literacy skills will be assessed using a well-established achievement test (pgs. 22-23). A rigorous two-level hierarchical linear model design will be used to analyze key data.

The research design meets the What Works Clearinghouse Evidence Standards without reservations. Nevertheless, the applicant will establish baseline equivalence between groups if high attrition becomes an issue (pg. 26). Classrooms will be randomly selected within the schools that have agreed to participate in the intervention. Based on the description provided of the research design and sample participants, contamination does not appear to be an issue. Finally, the study should have sufficient statistical power.

The budget is appropriate for the scope of the evaluation activities, analysis, and reporting.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

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Technical Review Coversheet

Applicant: HighScope Educational Research Foundation (U411C160089)

Reader #5: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	35	0
Quality of the Project Design and Management Plan		
1. Project Design/Mgmt. Plan	45	0
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Total	100	20

Technical Review Form

Panel #8 - i3 Development - 8: 84.411C

Reader #5: *****

Applicant: HighScope Educational Research Foundation (U411C160089)

Questions

Selection Criteria - Significance

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

- (1) The magnitude or severity of the problem to be addressed by the proposed project.
- (2) 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.
- (3) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

Strengths:

n/a

Weaknesses:

n/a

Reader's Score: 0

Selection Criteria - Quality of the Project Design and Management Plan

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

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the project are clearly specified and measurable.
- (2) 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.
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.
- (4) The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.

Strengths:

n/a

Weaknesses:

n/a

Reader's Score: 0

Selection Criteria - Quality of the Project Evaluation

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

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

(2) The extent to which the methods of evaluation will, if well-implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse Evidence Standards with reservations.

(3) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

Strengths:

Data is retrieved through multiple avenues including feedback from teachers who will have a matrix to standardize answers p.15. Evaluation is based on randomly chosen students, p.20. Tests chosen for each competency have been selected from those used previously in research p. 21-23. Observation of students and teachers will be done using a model that will give consistent results p. 24. Research questions were well designed, p. 19.

There are sufficient resources both financially and professionally to complete full evaluation.

The study design does meet the What Works Clearinghouse Standards without Reservations as there is a randomized study group provided and attrition is addressed.

Weaknesses:

None found.

Reader's Score: 20

Status: Submitted

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