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

Status: Submitted
Last Updated: 08/06/2021 01:15 PM

Technical Review Coversheet

Applicant: Four Corners Regional Education Cooperative No. 1 (S411B210027)
Reader #1: **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Significance			
1. Significance		15	15
	Sub Total	15	15
Strategy to Scale			
Strategy to Scale			
1. Strategy to Scale		20	18
	Sub Total	20	18
Selection Criteria			
Quality of Project Design			
1. Project Design		20	17
Adequacy of Resources			
1. Quality of the Management		20	20
Quality of the Project Evaluation			
1. Project Evaluation		25	
	Sub Total	65	37
Priority Questions			
CPP1			
Computer Science			
1. Computer Science		5	5
	Sub Total	5	5
	Total	105	75

Technical Review Form

Panel #4 - EIR Mid-Phase - 4: 84.411B

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

Applicant: Four Corners Regional Education Cooperative No. 1 (S411B210027)

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: 15

Sub

1. **(1) The national significance of the proposed project.**

Strengths:

The proposed project is considered nationally significant as the applicant proposes to address current workforce demands by increasing the number of high school graduates pursuing science, technology, engineering, and mathematics (STEM) majors in college and by increasing matriculation rates (p. e16). Especially noteworthy is the proposed project's potential to increase the number of people of color and women in information technology (IT) careers, which will be of national significance, as underrepresented groups still not accessing in-demand careers at the same rate as their non-underrepresented peers (p. e16).

Weaknesses:

There are no weaknesses in this section.

Reader's Score:

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

Strengths:

The proposed project aims to address educational issues regarding the demand for individuals to possess a high level of technology skills (p. e19). Based on the current issue and referencing a needs assessment, the applicant plans to employ effective strategies that will provide students with training and education to the workplace. In addition, the proposed project seeks to expose students to technology and build their interests (p. e19). The potential contribution of the proposed project will increase knowledge of educational issues.

Weaknesses:

There are no weaknesses in this section.

Reader's Score:

Strategy to Scale - Strategy to Scale

1. **The Secretary considers the applicant's strategy to scale the proposed project. In determining the applicant's capacity to scale the proposed project, the Secretary considers the following factors:**

Reader's Score: 18

Sub

1. **(1) The extent to which the applicant identifies a specific strategy or strategies that address a particular barrier or barriers that prevented the applicant, in the past, from reaching the level of scale that is proposed in the application.**

Strengths:

The applicant identifies four strategies to overcome barriers that prevented the applicant in the past from scaling up (pp. e22-e23). For instance, one barrier is the lack of STEM program resources in rural communities comprised of students living at the poverty level (p. e23). The applicant plans to address this barrier by providing an online STEM IT program in rural schools, which would provide students with the technology skills to succeed in college and the workforce.

Weaknesses:

There are no weaknesses in this section.

Reader's Score:

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

Strengths:

The applicant fittingly plans to broadly disseminate outcomes and best practices online through New Mexico Early College High School's (ECHS) website to support further development or replication (p. e26).

Weaknesses:

It is unclear whether the applicant would be willing to disseminate its evaluation outcomes if it is not successful, which would somewhat limit the applicant's efforts to scale up the proposed project (pp. e25-e26). Since the applicant has already acknowledged that no current studies exist on the proposed project (p. e18), it would probably be beneficial to publish its findings in regional and national conferences. In addition, the applicant could also publish its findings in peer reviewed journals.

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: 17

Sub

Sub

1. **(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 has provided a comprehensive conceptual framework underlying the proposed project organized in a table (p. e34). The table provides ample details and contain activities aligned with objectives and measures. For instance, the applicant plans to recruit and identify new businesses to serve as partnership agencies which would increase the quality of the conceptual framework (p. e34).

   Weaknesses:

   There are no weaknesses in this section.

   Reader's Score:

2. **(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 are clearly specified and measurable (pp. e26-e34). For example in objective #4, the applicant seeks to demonstrate the efficacy of the proposed project which is aligned to an outcome of a specific percentage of students are enrolled in the online program (p. e34).

   Weaknesses:

   There are no weaknesses in this section.

   Reader's Score:

3. **(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 proposed project will achieve greater equity in the long-term and prepare more diverse candidate for college and IT careers. The proposed project is aiming to achieving equity in the long-term by developing an equity community comprised of key stakeholders to ensure goals and priorities are met (p. e34).

   Weaknesses:

   It would probably have been beneficial for the applicant to include some research to support its claim of how ECHS is model to build equity in the workforce (p. e34).

   Reader's Score:

Selection Criteria - Adequacy of Resources

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: 20

Sub

1. **(1) The applicant's capacity (e.g., in terms of qualified personnel, financial resources, or management capacity) to bring the proposed project to scale on a national or regional level (as defined in 34 CFR 77.1(c)) working directly, or through partners, during the grant period.**

Strengths:

The applicant's capacity to bring the proposed project to scale on a state level is fittingly demonstrated through the Executive Leadership Council's qualifications and prior experiences. For example, the project director has extensive prior experience as a project director of computer, dual-language project, and career-technical education (pp. e56-e57). A strength of the applicant's capacity is demonstrated through its collaboration with New Mexico's Higher Education Commission and business partnerships (pp. e36-37).

Weaknesses:

There are no weaknesses in this section.

Reader's Score:

2. **(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.**

Strengths:

The applicant has provided a detailed timeline and milestones for accomplishing project tasks (pp. e38-e40).The applicant has provided a table demonstrating key personnel along with clearly defined responsibilities (p. e40). For example, the project director will be responsible for overseeing program operations, coordinating, and implementation (p. e40). In addition, the applicant has identified individuals who would serve as the project director, program administrator, and equity and online advisors.

Weaknesses:

There are no weaknesses in this section.

Reader's Score:

3. **(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 are reasonable in relation to the objectives, design, and potential significance of the proposed project. Based on the estimated 2,900 student participants at $2,245.27 per student cost for the five year grant period, it would cost $449.05 per student annually.

Weaknesses:

There are no weaknesses in this section.

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:

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 without reservations as described in the What Works Clearinghouse Handbook (as defined in 34 CFR 77.1(c)).**

Strengths:

Weaknesses:

Reader's Score:

2. **(2) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.**

Strengths:

Weaknesses:

Reader's Score:

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

Strengths:

Weaknesses:

Reader's Score:

Priority Questions

CPP1 - Computer Science

1. **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:

The applicant meets CPP 1. The proposed project will provide racial and ethnically diverse students, especially those living in rural communities, with access to an information technology career pathway online program (p. e13). The proposed project is designed to improve student achievement by utilizing computer science.

Weaknesses:

There are no weaknesses in this section.

Reader's Score: **5**

Status: Submitted
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Status: Submitted
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Technical Review Coversheet

Applicant: Four Corners Regional Education Cooperative No. 1 (S411B210027)
Reader #2: **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Significance			
1. Significance		15	15
	Sub Total	15	15
Strategy to Scale			
Strategy to Scale			
1. Strategy to Scale		20	18
	Sub Total	20	18
Selection Criteria			
Quality of Project Design			
1. Project Design		20	17
Adequacy of Resources			
1. Quality of the Management		20	19
Quality of the Project Evaluation			
1. Project Evaluation		25	0
	Sub Total	65	36
Priority Questions			
CPP1			
Computer Science			
1. Computer Science		5	5
	Sub Total	5	5
	Total	105	74

Technical Review Form

Panel #4 - EIR Mid-Phase - 4: 84.411B

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

Applicant: Four Corners Regional Education Cooperative No. 1 (S411B210027)

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: 15

Sub

1. (1) The national significance of the proposed project.

Strengths:

The applicant clearly demonstrates that the Early College High School (ECHS) model will provide an effective solution to provide students to earn their high school diploma and cost-free college credits that will move students into college and careers in the area of technology. The proposed program, Extending Equity into the Digital Workplace, will build effectively on the success of an Early College High School model with a focus on targeted students with a pathway for improved digital skills and information technology (IT) programs. The program is unique in that it has a focus on equity issues as well as a connection to mentor relationships with prospective employers. The proposed project has a clear potential for national significance in the areas of Early College High School programming. (Pages e14-16)

Weaknesses:

No weaknesses found.

Reader's Score:

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

Strengths:

The applicant will lead the online IT Early College High School Career Pathway that will extend equity into the digital workplace. These efforts will address relevant local needs as there is a significant demand in the workforce for individuals who can demonstrate high level digital skills. This project will provide interventions to increase high levels of digital skills for nearly three thousand students in the area. The proposed project will include active and increased business partnerships that will provide effective mentors and role models. These efforts will provide potential contributions toward increased knowledge of IT education and employment relating to digital skills. (Page e18-19)

Sub

Weaknesses:

No weaknesses found.

Reader's Score:

Strategy to Scale - Strategy to Scale

1. **The Secretary considers the applicant's strategy to scale the proposed project. In determining the applicant's capacity to scale the proposed project, the Secretary considers the following factors:**

Reader's Score: 18

Sub

1. **(1) The extent to which the applicant identifies a specific strategy or strategies that address a particular barrier or barriers that prevented the applicant, in the past, from reaching the level of scale that is proposed in the application.**

Strengths:

The applicant identifies several significant barriers that have prevented the organization from reaching the desired level of scale, in the past. The applicant clearly demonstrates effective strategies that will address these potential barriers. For example, one of the barriers is the limited number of highly qualified IT instructors, particularly in the rural areas. To address this barrier, the proposed project will provide the Early College High School Career Pathway offered online with university instructors who can teach an unlimited number of students reducing the number of highly qualified instructors needed. Another barrier that exists is the outreach needed for underrepresented students to have a pathway to in-demand IT positions. The applicant will use online interventions directed by highly qualified IT instructors to create an effective pathway for the underrepresented students. (Pages e21-24)

Weaknesses:

No weaknesses were found.

Reader's Score:

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

Strengths:

The proposed project will include some appropriate mechanisms to provide of broad dissemination of information regarding the implementation and success of the project. This will include the publication through the New Mexico ECHS website as well as other professional organizations. The project interventions and efforts will provide for ample opportunities for replication of the interventions including expansion into the healthcare ECHS programming. (Page e25-26)

Sub

Weaknesses:

The applicant does not include which specific professional organizations or journals will be used for dissemination. Without the identification of the research journals that will be utilized, it is not clear how broadly the results will be disseminated. (Page e25-26)

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: 17

Sub

1. **(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 logic model developed to support the quality of the project design and the framework of the proposed project is comprehensive and includes inputs objectives, activities, outcomes and impacts. These elements are clearly linked to each other which adds to the quality of the conceptual framework. For example, the objective relating to the business partnership will include outreach to the business partners and include a minimum of 30 businesses to participate. The impact on these businesses will lead to a greater awareness of the readiness of the diverse ECHS students for high-demand jobs in IT. The conceptual framework is clearly defined and will support the success of most of the elements of the proposed project. (Pages e26-34)

Weaknesses:

The framework does not include research-based strategies to address Career-infused math curricula which is a key component of the project. It is not clear how the curriculum will be integrated and who will be responsible for providing that integration.

Reader's Score:

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

Strengths:

The proposed project includes several objectives and outcomes that are specified and measurable. These objectives and outcomes support the goals of the project. For example, Objective 4 addresses student engagement. The planned outcome for that objective is to give nearly three thousand ECHS students the opportunity to enroll in the Online It ECHS Career Pathway. This objective and outcome are linked to the overall goal of the engagement of students which supports the clarity of the proposed outcomes and contributes to the quality of the project design. Another example of an objective that is specific and measurable is Objective 2.b which includes career-focused math programming that will build foundation skills for the IT pathway. (Pages e26-34)

Sub

Weaknesses:

No weaknesses found.

Reader's Score:

3. **(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 project design will successfully address the needs of the target population by implementing an equity model as part of the proposed project. The project plans to increase the number of students attending college, enrolling in STEM majors and moving on to the workplace. The goal of the project is to decrease underrepresentation of women and minorities in IT programs. (Page e35)

All stakeholders will have authentic opportunities to share best practices and positive outcomes. This will ensure reaching even more target populations. (Page e35)

Weaknesses:

The proposed project design does not provide specific interventions that will occur beyond student graduation. It is not clear how the tracking of students into IT careers will be accomplished which will somewhat diminish the full extent to which the proposed project design will meet the target populations' needs. (Page e35)

Reader's Score:

Selection Criteria - Adequacy of Resources

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: 19

Sub

1. **(1) The applicant's capacity (e.g., in terms of qualified personnel, financial resources, or management capacity) to bring the proposed project to scale on a national or regional level (as defined in 34 CFR 77.1(c)) working directly, or through partners, during the grant period.**

Strengths:

The applicant clearly demonstrates the capacity to bring the proposed project to scale on at least a regional level and perhaps to a national level. The project includes several major components that will be coordinated by the project director. The outreach to the ECHS's will be the responsibility of one of the ECHS principals at the San Juan College High School. The development of Online IT courses and coordination of business partnerships will accomplish by a representative of New Mexico's Higher Ed ECHS partners. This organizational arrangement is an

Sub

effective method to create a comprehensive program with adequate resources. The key personnel have appropriate training and experience that will support the success of the project. Those individuals have training and experience in the areas of leadership, ECHS programing, educational technology, and evaluation. (Page e36 and Resumes)

Weaknesses:

No weaknesses found.

Reader's Score:

2. **(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.**

Strengths:

The applicant has created a somewhat adequate management plan for the proposed project. The management plan for this project begins with a planning period that is dependent on the Executive Leadership Council working with the partners to create the online IT Pathway. Then the Executive Leadership Council will convene a Project Advisory Team to oversee ECHS protocols and college course implementation. Those leadership groups will meet monthly during the first year of the project. The project will begin an implementation phase during the third quarter of the first year of the project. The management plan clearly outlines the key milestones of the proposed project and indicates which partners are responsible for each milestone. Some of these timelines will provide efforts that will ensure that the project activities are completed on time and within budget. (Page e36-41)

Weaknesses:

Some of the timelines indicate that the efforts are, “ongoing”. Without an end date, it is not clear when the milestone will be completed. For example, the development of recruitment materials for parents and students, has no end date. (Page e36-41)

Reader's Score:

3. **(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 the project are reasonable in relationship to the objectives, design, and potential significance of the proposed project. The project will serve an estimated 2,900 students at the average cost of $2,245.27 per student. There is an estimation of $993,000 of in-kind contributions. Much of the cost for the project is associated with start-up and sustainability costs are more reasonable. (Page e41)

Weaknesses:

No weaknesses found.

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: 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 without reservations as described in the What Works Clearinghouse Handbook (as defined in 34 CFR 77.1(c)).**

   Strengths:

   N/A

   Weaknesses:

   N/A

   Reader's Score:

2. **(2) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.**

   Strengths:

   N/A

   Weaknesses:

   N/A

   Reader's Score:

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

   Strengths:

   N/A

   Weaknesses:

   N/A

   Reader's Score:

Priority Questions

CPP1 - Computer Science

1. **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:

The applicant does include in the project design computer science coursework for traditionally underrepresented students. The applicant demonstrates that the IT course work will include the activities to address the such issues as diagnostic software and security threats. These elements ensure that the competitive preference priority will be met. (Page e21) (Page e29)

Weaknesses:

No weaknesses found.

Reader's Score: **5**

Status: Submitted

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Status: Submitted
Last Updated: 08/06/2021 09:17 PM

Technical Review Coversheet

Applicant: Four Corners Regional Education Cooperative No. 1 (S411B210027)
Reader #3: **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Significance			
1. Significance		15	
	Sub Total	15	
Strategy to Scale			
Strategy to Scale			
1. Strategy to Scale		20	
	Sub Total	20	
Selection Criteria			
Quality of Project Design			
1. Project Design		20	
Adequacy of Resources			
1. Quality of the Management		20	
Quality of the Project Evaluation			
1. Project Evaluation		25	25
	Sub Total	65	25
Priority Questions			
CPP1			
Computer Science			
1. Computer Science		5	
	Sub Total	5	
	Total	105	25

Technical Review Form

Panel #4 - EIR Mid-Phase - 4: 84.411B

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

Applicant: Four Corners Regional Education Cooperative No. 1 (S411B210027)

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:

Sub

1. **(1) The national significance of the proposed project.**

   Strengths:

   Weaknesses:

   Reader's Score:

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

   Strengths:

   Weaknesses:

   Reader's Score:

Strategy to Scale - Strategy to Scale

1. **The Secretary considers the applicant's strategy to scale the proposed project. In determining the applicant's capacity to scale the proposed project, the Secretary considers the following factors:**

Reader's Score:

Sub

1. **(1) The extent to which the applicant identifies a specific strategy or strategies that address a particular barrier or barriers that prevented the applicant, in the past, from reaching the level of scale that is proposed in the application.**

   Strengths:

   Weaknesses:

   Reader's Score:

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

   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:

Sub

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

Sub

Strengths:

Weaknesses:

Reader's Score:

3. **(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:

Selection Criteria - Adequacy of Resources

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:

Sub

1. **(1) The applicant's capacity (e.g., in terms of qualified personnel, financial resources, or management capacity) to bring the proposed project to scale on a national or regional level (as defined in 34 CFR 77.1(c)) working directly, or through partners, during the grant period.**

Strengths:

Weaknesses:

Reader's Score:

2. **(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.**

Strengths:

Sub

Weaknesses:

Reader's Score:

3. **(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:

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 without reservations as described in the What Works Clearinghouse Handbook (as defined in 34 CFR 77.1(c)).**

Strengths:

The applicant proposing to conduct a formative implementation assessment as well as a student-level randomized control trial to examine the intervention's impact. If executed as designed, the impact evaluation has the potential to produce evidence about the intervention's effectiveness that would meet What Works Clearinghouse (WWC) group design standards without reservation. More specifically, randomization will be achieved via a lottery system and the authors are accounting for the varying probabilities of assignment at the student level by using a stratified block design (e44). The authors suggest that they will employ best practices to mitigate sample contamination and attrition by using an intent-to-treat model of analysis whereby estimates will be examined based on units of original assignment regardless of enrollment in the program (p. e44). Control students' exposure to components of the intervention are likely due to chance as part of business as usual and therefore the risk of sample contamination is low. Mechanisms for establishing baseline data on outcomes of interest are proposed, including an alternative method for collecting those baseline data on intended outcomes that are not readily available via extant data (p. e45).

Weaknesses:

None

Reader's Score:

Sub

2. **(2) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.**

Strengths:

The proposed intervention builds on the existing evidence base of the Early Career High School intervention model which has a widely established evidence base for effectiveness (p. e16). What is more, the project evaluation will leverage existing mechanisms to capture fidelity data (e.g., designation rubric, fidelity matrix) as described on page e25.

Weaknesses:

None

Reader's Score:

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

Strengths:

The logic model (p.e34) and accompanying narrative description (pp. e46-47) clearly articulate the project components, mediators, moderators, and outcomes. The performance measures (impact evaluation) are clearly articulated in the table found on page e49. Fidelity measures and thresholds (implementation evaluation) are stated as well (p. e50).

Weaknesses:

None

Reader's Score:

Priority Questions

CPP1 - Computer Science

1. **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:

Status: Submitted
Last Updated: 08/06/2021 09:17 PM

Status: Submitted
Last Updated: 08/06/2021 05:20 PM

Technical Review Coversheet

Applicant: Four Corners Regional Education Cooperative No. 1 (S411B210027)
Reader #4: **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Significance			
1. Significance		15	
	Sub Total	15	
Strategy to Scale			
Strategy to Scale			
1. Strategy to Scale		20	
	Sub Total	20	
Selection Criteria			
Quality of Project Design			
1. Project Design		20	
Adequacy of Resources			
1. Quality of the Management		20	
Quality of the Project Evaluation			
1. Project Evaluation		25	25
	Sub Total	65	25
Priority Questions			
CPP1			
Computer Science			
1. Computer Science		5	
	Sub Total	5	
	Total	105	25

Technical Review Form

Panel #4 - EIR Mid-Phase - 4: 84.411B

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

Applicant: Four Corners Regional Education Cooperative No. 1 (S411B210027)

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:

Sub

1. **(1) The national significance of the proposed project.**

   Strengths:

   Weaknesses:

   Reader's Score:

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

   Strengths:

   Weaknesses:

   Reader's Score:

Strategy to Scale - Strategy to Scale

1. **The Secretary considers the applicant's strategy to scale the proposed project. In determining the applicant's capacity to scale the proposed project, the Secretary considers the following factors:**

Reader's Score:

Sub

1. **(1) The extent to which the applicant identifies a specific strategy or strategies that address a particular barrier or barriers that prevented the applicant, in the past, from reaching the level of scale that is proposed in the application.**

   Strengths:

   Weaknesses:

   Reader's Score:

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

   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:

Sub

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

Sub

Strengths:

Weaknesses:

Reader's Score:

3. **(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:

Selection Criteria - Adequacy of Resources

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:

Sub

1. **(1) The applicant's capacity (e.g., in terms of qualified personnel, financial resources, or management capacity) to bring the proposed project to scale on a national or regional level (as defined in 34 CFR 77.1(c)) working directly, or through partners, during the grant period.**

Strengths:

Weaknesses:

Reader's Score:

2. **(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.**

Strengths:

Sub

Weaknesses:

Reader's Score:

3. **(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:

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 without reservations as described in the What Works Clearinghouse Handbook (as defined in 34 CFR 77.1(c)).**

Strengths:

The applicant has arranged for an independent evaluation of the Extending Equity program (p. e41). The use of an independent evaluator is a strength of the application because it should minimize bias in the interpretation and reporting of findings. The planned evaluation design includes a randomized control trial via admissions lotteries for the intervention sites (p. e42-43). Additionally, the evaluator plans to use an intent-to-treat analytic strategy which will determine the impact of the opportunity to participate in the Extending Equity treatment (p. e44). The evaluation plan does address attrition concerns (p. e45), and the plan involves securing outcome data from the intervention sites (e.g., educational data collected by the institutions). In addition, there are funds budgeted for student incentives (p. e45) in the form of $20 gift cards. The use of incentives for students should work to lower attrition rates.

The application indicates that a power analysis was conducted in order to verify that the study will be sufficiently powered (p. e44).

The use of a randomized trial that is sufficiently powered to detect treatment effects, along with efforts to minimize attrition should result in an evaluation study that meets What Works Clearinghouse standards without reservations.

Sub

Weaknesses:

No weaknesses identified for component 1.

Reader's Score:

2. **(2) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.**

Strengths:

The evaluation plan includes a specific focus on data collection that would allow the project team to speak to all components. For example, the evaluation plan includes data collection (p. e46, e 49) on participation rates, students' career planning, academic achievement, and students' attitudes and perceptions (e.g., sense of belonging). One particular strength of this application is the inclusion of data collection via phone (p. e46) as this is a way many students are most comfortable communicating and responding.
In addition, the evaluator plans to collect qualitative data from school administrators, teachers, and students in order to better understand implementation (p. e47). These efforts to diversity data types (e.g., qualitative and quantitative, self-report and administrative) as well as data sources (e.g., principals, teachers, and students) should allow the evaluation results to provide guidance on effective strategies for replication.

Weaknesses:

No weaknesses identified for component 2.

Reader's Score:

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

Strengths:

The applicant offers a clear logic model (p. e34) as well as narrative description of program components, mediators, moderators, and implementation thresholds (p. e47, e50). In addition, the evaluator plans to explore construct validity of social-emotional measures (p. e33). The plan to pay close attention to construct validity of these measures is a particular strength of this application. Research questions 4 and 5 (p. e43) specifically include consideration of mediators and moderators. Research questions 6 and 7 are designed to investigate implementation (p. e43).

Weaknesses:

No weaknesses identified for component 3.

Reader's Score:

Priority Questions

CPP1 - Computer Science

1. **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:

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