

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

Status: Submitted

Last Updated: 09/13/2023 08:30 AM

Technical Review Coversheet

Applicant: Santa Clara County Office of Education (S411C230204)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	30	24
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	10	7
Sub Total	70	61
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	5	5
Competitive Preference Priority 2		
1. Workforce Diversity	2	0
Sub Total	7	5
Total	77	66

Technical Review Form

Panel #7 - EIR Early-Phase - 7: 84.411C

Reader #1: *****

Applicant: Santa Clara County Office of Education (S411C230204)

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 factor:

Reader's Score: 20

Sub

1. (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. (20 points)

Strengths:

The applicant proposes to broaden the evidence base for interventions and promising strategies involving real-world contexts for learning, focusing on instructional design, makerspaces, and cross-age tutoring. Participating middle school students will engage in data science activities that are interactive, providing students meaningful opportunities in data literacy.

These experiences have great potential to develop student interest in STEAM while developing 21st century skills. Students will benefit from learning that incorporates student identity, voice, and choice through digital storytelling. The approach will reach a wide range of high-needs communities through a mobile solution that includes a series of customizable, authentic, interdisciplinary adventures that include data fluency and making (makerspace activities). (e17)

The applicant's plan is significant in that it will reach students in high-needs and rural communities. The approach is innovative in that it combines data science with makerspace education to craft learning experiences that provide students opportunities to be creative in quantitative thinking and problem-solving while telling stories with data. The application of cross-age tutoring, as a near-peer mentoring approach, will likely benefit students in academic and social development.

This project holds great promise in elevating student performance and interest in STEM, helping to narrow gaps in academic achievement and representation in careers. This project is also beneficial in familiarizing students with data science, recognizing the importance of data literacy.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

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: 24

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. (10 points)**

Strengths:

The applicant's project builds upon ideas from data science education, makerspace education, mentoring, Universal Design for Learning (UDL), and Culturally Sustaining Pedagogy (CSP). Short, thematic units will include immersive math and science standards-aligned STEAM experiences. A mobile makerspace will bring data to be explored/gathered, cross-age tutor mentors, and materials for making to schools. Following activities at schools, tools are left with participants for additional exploration. The digital lessons are designed according to the principles of UDL and CSP. These activities culminate in a fair, which, like a public showcase in Project Based Learning, brings students, community members, and cross-age mentors together to share and honor the digital storytelling works of participating students. (e23)

A strong conceptual framework is evident as a result of the cumulative impact of the research-backed ideas upon which this project has been developed.

In structuring the pilot development, the applicant plans to use Plan, Do, Study, Act cycles, applying the frequent use of feedback and data in iterative cycles, which will be helpful in the development of high-quality resources.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

- 2. (2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 points)**

Strengths:

The project includes five clearly stated goals, each with 1-2 objectives. The goals focus on improving access and achievement in STEM amongst high-needs students; developing content in data science, data literacy, and STEAM; creating onboarding materials and supporting teacher implementation, evaluation of the project on student knowledge, self-efficacy, and practice in data science and data literacy; and supporting the dissemination and scaling of the resulting lesson products for use in other high-needs communities. Goals, objectives, and outcomes are clearly stated and are well-organized in a table. The measures to be used are clear and appropriate for the project activities. (e30-32)

Weaknesses:

The project includes a focus on the integration of academic standards in math and science, yet associated goals, objectives, and outcomes do not reflect this. There is no inclusion of measures related to the academic achievement of students, which would be helpful in understanding the outcome of project activities on the mastery of relevant core academic content.

Reader's Score: 4

- 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. (15 points)**

Sub

Strengths:

The applicant's proposal holds promise in successfully addressing the needs of the target population, which includes 3,650 sixth and seventh grade students and 40 teachers in twenty high-needs schools and in rural communities. (e18)

Approaches involving maker education have been powerful in motivating students to learn as this approach incorporates a great degree of student voice and choice. Pairing this with data science will help students make meaning of mathematics and science content through the analysis of data via real-world problem solving. The learning activities proposed will likely be very appealing to the students involved. This in turn will likely serve to motivate teachers, impacting their efforts to include more hands-on, real-world problem solving in lessons, ultimately increasing the capacity of participating teachers to influence student interest in data science and STEAM. The nature of the tools to support student work are appropriate for the project. (e25)

Weaknesses:

While the applicant cites multiple references reflecting the need to improve achievement in science, math, and STEM/STEAM, and the proposed objectives include a focus on achievement in STEAM, details are lacking as to how achievement in these areas will be tracked and verified. The frequency and duration of the mobile lab experiences is unclear, making it difficult to discern the impact of this approach relative to the applicant's goals and objectives. The applicant does not provide details to explain how students will be recruited for participation in proposed activities. It is also not clear if training for educators will be sufficient to support successful implementation.

Reader's Score: 10

Selection Criteria - Quality of Project Personnel

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factor:**

Reader's Score: 10

Sub

- 1. (1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel. (10 points)**

Strengths:

The project director has extensive, relevant experience in implementing innovative programs for high needs learners. She will have the benefit of being assisted by a national expert in UDL to help lead the instructional design. Teams will work on the development of lesson materials. Team members have relevant and extensive experience in innovation, design thinking, UDL, CSP, curriculum design and implementation. One member of the team is an expert in data science and visualization. The applicant has established partners, with staff identified by name, who provide a wealth of skill and experience to support project activities involving research, professional development, and evaluation.

The applicant states that it has an equitable hiring policy, which prohibits discrimination in hiring based on race, gender, national origin, age, or disability. (e167)

Sub

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

1. **The Secretary considers 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: 7

Sub

1. **(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's timeline provides helpful details regarding the plan for achieving the proposed goals, objectives, and outcomes. Personnel responsible for the various listed activities are identified by initials. (e33)

Identifying staff in this manner is helpful in ensuring that tasks are accomplished on time as proposed.

The applicant has an experienced, agile project management team and strong partnerships to support project work.

The budget is generally appropriate for completion of the tasks as described.

Weaknesses:

The frequency, duration, and nature of the professional learning activities for educators is not described, making it difficult to ascertain if the professional development is appropriate and adequate for the project. The frequency and duration of the mobile lab visits is not provided, making it difficult to understand if the limited supplies budgeted are sufficient to meet project needs. (e138) Details are also lacking regarding the work of the cross-age tutoring students in supporting the project. While the applicant states that the management team will meet regularly, a defined schedule for these meetings is not provided. Budget details are lacking regarding both the mobile lab and hours/services of the university students.

Reader's Score: 7

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. **Competitive Preference Priority 1:**

Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners (up to 5 points)

Under this priority, an applicant must demonstrate how the project will be implemented by or in partnership with one or more of the following entities:

(a) Community colleges (as defined in the NIA)

(b) Historically Black colleges and universities (as defined in the NIA)

(c) Tribal Colleges and Universities (as defined in the NIA)

(d) Minority-serving institutions (as defined in the NIA)

Strengths:

The applicant is partnering with San Jose State University (SJSU), a minority-serving institution (MSI) identified as both an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) and a Hispanic Serving Institution (HSI). SJSU ranks 15th in the number of Baccalaureate and 20th for Master's degrees awarded to minority students.

Money Magazine ranked SJSU as #1 Most Transformative College in the U.S. (2020). (e34)

In support of this project, students from SJSU will provide cross-age tutoring to sixth and seventh grade students, serving as undergraduate mentors for students to support engagement in data learning.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2:

**Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning
(up to 2 points)**

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, through adopting or expanding comprehensive, strategic career and compensation systems that provide competitive compensation and include opportunities for educators to serve as mentors and instructional coaches, or to take on additional leadership roles and responsibilities for which educators are compensated.

Strengths:

Not applicable

Weaknesses:

Not applicable

Reader's Score: 0

Status: Submitted

Last Updated: 09/13/2023 08:30 AM

Status: Submitted

Last Updated: 09/13/2023 10:35 AM

Technical Review Coversheet

Applicant: Santa Clara County Office of Education (S411C230204)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	30	23
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	10	9
Sub Total	70	62
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	5	5
Competitive Preference Priority 2		
1. Workforce Diversity	2	0
Sub Total	7	5
Total	77	67

Technical Review Form

Panel #7 - EIR Early-Phase - 7: 84.411C

Reader #2: *****

Applicant: Santa Clara County Office of Education (S411C230204)

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 factor:

Reader's Score: 20

Sub

1. (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. (20 points)

Strengths:

The project endeavors to address the significant achievement gap in the area of STEM education for economically disadvantaged, historically marginalized groups, and multilingual learners (e18). Furthermore, the proposal focuses on data science skills, recognizing the vast influence data presently exerts on society and the importance of data literacy for all learners (e19). The program intervention also incorporates the arts and this feature is cited as a means to involve a more diverse participant group (e20). The added feature of the mobile markerspace offers additional opportunities for students to engage in the arts as they also interact with the data science objectives (e23).

Weaknesses:

No weaknesses were noted.

Reader's Score: 20

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: 23

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. (10 points)

Sub

Strengths:

The project is guided by two instructional frameworks: universal design for learning (UDL) and culturally sustaining pedagogy (CSP). These frameworks are cited as best practices and offer participants choice and the opportunity to contextualize learning within cultural norms and experiences (e26). The two instructional frameworks support individual choice and multiple means of expressing conceptual knowledge. The program flexibility and integration of cross-age interactions with students from the university partner offers a comprehensive program conceptual framework (e27).

Weaknesses:

The proposal frequently references the ease of implementation and the low barriers for teachers to access and engage in the program (e20). The UDL and CSP frameworks offer nuanced and complex pedagogical approaches that some educators may be familiar with or have expertise in facilitating instruction in this manner that will limit the ease of implementation in the classroom.

Reader's Score: 9

2. (2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 points)

Strengths:

The project proposal references the plan, do, study, act method for keeping the project grounded in evidence and on pace to finish in a timely manner (e28). The proposal has identified a data literacy assessment that will provide pre/post data from students and a similar survey will be implemented with staff (e30).

Weaknesses:

The program timeline for goals and objectives is generalized to the implementation year. The wider interval creates uncertainties and challenges with the implementation (e31).

Reader's Score: 4

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. (15 points)

Strengths:

The data adventure modules will be co-designed by project leaders and teachers in response to the initial student inputs and interests (e30). The inclusion of the arts is specifically cited as a means to engage historically marginalized groups in STE"A"M.

Weaknesses:

The proposal does not specifically list recruitment efforts for the students in the target population. The project design involves sophisticated instructional strategies and a variety of materials associated with the mobile marker space but works with the assumption that teacher entry barriers will be limited. There is little cited evidence that barriers for teachers will be low or greatly reduced as they engage in the Data Adventures program (e28).

Reader's Score: 10

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factor:

Reader's Score: 10

Sub

- 1. (1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel. (10 points)**

Strengths:

The key project personnel possess a variety of skill sets and experiences appropriate for the proposal. There is racial and gender diversity among the professionals with experience as an inclusion specialist, makerspace expert, and curriculum designer (e52). The project leaders are also experienced as classroom educators (e56).

Weaknesses:

No weaknesses were noted.

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers 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: 9

Sub

- 1. (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 proposal includes a detailed chart for timelines and an informational chart that links large research questions with objectives, actions, outcomes, and responsible personnel (e120). The project budget is comprehensive and reasonable in terms of distributing the workload among leader time allotments and appropriate travel and resource allocations are included (e135). The teacher training stipend of \$3000 per teacher is reasonable and appropriate for this role (e149).

Weaknesses:

The supplies for the mobile makerspace kits are limited and the expenses around the use of the mobile maker lab are unclear (e138).

Reader's Score: 9

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1:

Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners
(up to 5 points)

Under this priority, an applicant must demonstrate how the project will be implemented by or in partnership with one or more of the following entities:

- (a) Community colleges (as defined in the NIA)
- (b) Historically Black colleges and universities (as defined in the NIA)
- (c) Tribal Colleges and Universities (as defined in the NIA)
- (d) Minority-serving institutions (as defined in the NIA)

Strengths:

The project partnership includes San Jose State University and this institution is listed as a HSI and SIP entity. SJSU is positioned in the grant as a co-designer of the professional learning related to the creation of the data adventures curriculum modules (e143).

Weaknesses:

No weaknesses were noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2:

Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning
(up to 2 points)

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, through adopting or expanding comprehensive, strategic career and compensation systems that provide competitive compensation and include opportunities for educators to serve as mentors and instructional coaches, or to take on additional leadership roles and responsibilities for which educators are compensated.

Strengths:

NA

Weaknesses:

NA

Reader's Score: 0

Status: Submitted
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Status: Submitted

Last Updated: 09/13/2023 09:42 AM

Technical Review Coversheet

Applicant: Santa Clara County Office of Education (S411C230204)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	30	28
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	10	9
Sub Total	70	67
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	5	5
Competitive Preference Priority 2		
1. Workforce Diversity	2	0
Sub Total	7	5
Total	77	72

Technical Review Form

Panel #7 - EIR Early-Phase - 7: 84.411C

Reader #3: *****

Applicant: Santa Clara County Office of Education (S411C230204)

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 factor:

Reader's Score: 20

Sub

1. (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. (20 points)

Strengths:

The application proposes to implement a Data Adventures program to improve data fluency among ELLs, students with disabilities, low-income community students, and rural community students. The innovation of this project lies in the integration of instructional design, makerspaces, and cross-age tutoring to address inequities in data science instruction access, emerging technologies and tool access, and a lack of relevant learning experiences for high needs students. The application presents a comprehensive plan for implementing a project that builds on the existing research in data science, STEAM, making, and makerspaces by developing student units of instruction that can be delivered by a mobile unit with opportunities for cross age peers in the community. It provides an innovative approach for impacting middle school students' STEM academic achievement while accounting for teacher needs and time.

Weaknesses:

There were no weaknesses identified.

Reader's Score: 20

Selection Criteria - Quality of Project Design

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

Reader's Score: 28

Sub

- 1. (1) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework. (10 points)**

Strengths:

The project provides a conceptual framework rooted in instructional design, UDL, and culturally responsive and sustaining pedagogy (e26). It is evident how the project is framed by these theories, and it is clear the proposed activities are aligned. It provides a strong case for how that framework will guide the project.

Weaknesses:

There were no weaknesses identified.

Reader's Score: 10

- 2. (2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 points)**

Strengths:

The project provides goals, objectives, and outcomes that are clearly specified and measurable (e31-e32) that it will seek to achieve through the project design.

Weaknesses:

There were no weaknesses identified.

Reader's Score: 5

- 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. (15 points)**

Strengths:

The project proposes to intentionally target the unique needs of middle school age students by improving data fluency among ELLs, students with disabilities, and low-income community students. The plan is intentional by providing low preparation time for teachers, integrating cross-age tutors, and considering how to reach the whole student through responsive and relevant instruction. The proposed project is appropriate for the target population and is likely to successfully address the identified needs.

Weaknesses:

Details are lacking for how the mobile labs will be checked out and used. It is unclear how easily teachers will have access to these mobile labs.

Reader's Score: 13

Selection Criteria - Quality of Project Personnel

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factor:**

Reader's Score: 10

Sub

1. (1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel. (10 points)

Strengths:

It is clear SCCOE (e167) and PRG encourage applications for employment from a diversity of groups (e69). The key project personnel and organizations involved in the project appear to be well-qualified and capable of handling a project of this scope and size.

Weaknesses:

There are no weaknesses identified.

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

1. The Secretary considers 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: 9

Sub

1. (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 application provides a plan for how the objectives will be achieved over time (e33-e34). It clearly defines the responsibility of project groups and provides milestones to be achieved each year and trimester (e120-e121). This suggests the project team has thought through how the plan will be carried out and how the team will manage the resources provided.

Weaknesses:

The budgeted amounts for the mobile carts seem insufficient for some of the planned projects and to reach the number of students proposed (e138).

Reader's Score: 9

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1:

Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers

**and Partners
(up to 5 points)**

Under this priority, an applicant must demonstrate how the project will be implemented by or in partnership with one or more of the following entities:

- (a) Community colleges (as defined in the NIA)**
- (b) Historically Black colleges and universities (as defined in the NIA)**
- (c) Tribal Colleges and Universities (as defined in the NIA)**
- (d) Minority-serving institutions (as defined in the NIA)**

Strengths:

The project team includes a partnership with San Jose State University, an identified entity that meets the NIA definitions to qualify for this competitive priority. The support letters and narrative indicate this is likely a strong partnership that is well integrated in the project plan and is likely to be successful.

Weaknesses:

There are no weaknesses identified.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2:

**Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning
(up to 2 points)**

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, through adopting or expanding comprehensive, strategic career and compensation systems that provide competitive compensation and include opportunities for educators to serve as mentors and instructional coaches, or to take on additional leadership roles and responsibilities for which educators are compensated.

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

Status: Submitted
Last Updated: 09/13/2023 09:42 AM

Status: Submitted

Last Updated: 09/28/2023 05:19 PM

Technical Review Coversheet

Applicant: Santa Clara County Office of Education (S411C230204)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Project Evaluation		
1. Project Evaluation	30	29
Sub Total	30	29
Total	30	29

Technical Review Form

Panel #7 - Early-phase Tier II Panel - 7: 84.411C

Reader #1: *****

Applicant: Santa Clara County Office of Education (S411C230204)

Questions

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: 29

Sub

1. (1) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse standards with or without reservations as described in the What Works Clearinghouse Handbook (as defined in this notice). (20 points)

Strengths:

The applicant includes an excellent evaluation plan that addresses the required elements that would meet the What Works Clearinghouse without Reservations. For example, the narrative clearly outlines the process for matching and describes the baseline equivalency measures that will be part of the evaluation (p. e36 & e38). Also, the narrative includes a well-developed plan to address joiners as well as the potential for attrition in the project (p. e37 & e39). The evaluation proposes the use of high-quality data collection tools that would produce psychometrically sound information regarding the impact of the proposed project. For example, the evaluation will use the STEM Career Interest Survey which demonstrates high internal consistency and is well-aligned to the goals of the project (p. e124).

Weaknesses:

The sample selection process lacks information on the criteria that will be used to identify students or schools that would be eligible for the study. For example, it is unclear which 6th and 7th grade students will be eligible for the study based on rosters provided to the evaluators (p. e37).

Reader's Score: 19

2. (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Strengths:

The narrative includes a detailed plan of an excellent implementation study that will provide many opportunities to review performance feedback related to the project activities. For example, the evaluators will use tracking tools and attendance data to measure the fidelity of the implementation (p. e125). The narrative includes a clear description of the periodic assessment activities that will take place throughout the planned project. For example, ongoing data will be collected at each professional offering to ensure correct lessons being taught as well as the which participants are present (p. e39).

Sub

Weaknesses:

No weaknesses were noted.

Reader's Score: 5

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. (5 points)

Strengths:

The narrative clearly articulates the key project components and outlines how these will be measured in the evaluation. For example, the interest of participating students in STEM will be measured to address the overall impact goal for the project (p. e35). The evaluation includes clear preliminary thresholds and a plan to refine these thresholds once the project is in place, which will guide the implementation of the project (p. e41). The narrative includes a description of how the analysis of the data will address mediators that may have an impact on the outcome of the collected data (p. e41).

Weaknesses:

No weaknesses were noted.

Reader's Score: 5

Status: Submitted
Last Updated: 09/28/2023 05:19 PM

Status: Submitted

Last Updated: 09/28/2023 06:04 PM

Technical Review Coversheet

Applicant: Santa Clara County Office of Education (S411C230204)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Project Evaluation		
1. Project Evaluation	30	29
Sub Total	30	29
Total	30	29

Technical Review Form

Panel #7 - Early-phase Tier II Panel - 7: 84.411C

Reader #2: *****

Applicant: Santa Clara County Office of Education (S411C230204)

Questions

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: 29

Sub

1. (1) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse standards with or without reservations as described in the What Works Clearinghouse Handbook (as defined in this notice). (20 points)

Strengths:

The impact study design is a well-defined school-level RCT led by an evaluator with extensive expertise in conducting RCTs and WWC certification. Table 6 outlines a sound order of research questions that are clearly aligned, connecting questions to data sources and outcomes (e35).

The evaluator demonstrates that the outcome measures are in broad use in educational research, have acceptable psychometric properties, and will be collected identically in both treatment and comparison conditions (e38).

The evaluator will assign schools to treatment and a business-as-usual condition. The plan provides sufficient detail on assignments, including the use of blocking by district and cohort and an intent-to-treat analysis to maintain the integrity of groups regardless of cross-contamination (e37).

There is a detailed discussion on minimizing attrition and a plan for collecting baseline equivalence if attrition rates exceed cautious boundaries (e38).

Statistical modeling is well justified, including assumptions for an appropriate power analysis (e37).

A well-developed plan for evaluating the program's cost-effectiveness is included (e40), as well as details regarding the development of manuals for training new teachers and community partners (e29).

Weaknesses:

A missing detail in the otherwise well-specified RCT assignment procedure is information on the evaluator's criteria for identifying/selecting schools and students eligible for inclusion in the study (e37).

Reader's Score: 19

Sub

2. (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Strengths:

The proposal provides sufficient clarity on the plan to provide performance feedback to project personnel through the use of monitoring logs, observations, surveys, and interviews.

Evaluators will host biweekly project monitoring calls to identify challenges, and a more detailed analysis of implementation data will occur with the team annually (e39)

A comprehensive GANTT chart (e120) highlights key activities, including excellent details on all evaluation tasks and a timeline for completion.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

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. (5 points)

Strengths:

A detailed logic model specifies the relationship between activities, mediators, and longer-term outcomes, and the narrative clearly explains how changes in mediators result in expected outcomes.

Key project components are identified and aligned with preliminary measurable thresholds for acceptable implementation and a valid plan for finalizing these in later phases of the project (e41).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

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