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

Status: Submitted
Last Updated: 07/10/2017 02:40 PM

Technical Review

Applicant: IPS Enterprises, LLC (U411C170162)
Reader #1:   **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Significance			
1. Significance		30	30
Quality of the Project Design and Management Plan			
1. Project Design/Management		50	48
	Sub Total	80	78
	Total	80	78

Technical Review Form

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

Applicant: IPS Enterprises, LLC (U411C170162)

Questions

Selection Criteria - Significance

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

   (1) The national significance of 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 represents an exceptional approach to the priority or priorities established for the competition.

   Strengths:

   (2) Applicant addresses the concept that strengthen social and emotional skills that can help students succeed

   (2) Applicant will follow though supporting students and offer guidance into/through college.

   Weaknesses:

Reader's Score: 30

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 extent to which performance feedback and continuous improvement are integral to the design 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)Applicant plan to support student to develop a college going identity. The design plan includes assessing student strengths and weakness, test prep and academic monitoring.

Weaknesses:

(2) Applicant did not indicate which role will follow students when they graduate high school and the details of the continuation plan.

(2) Applicant did not include all partnership agreements for all partners listed pg 20

Reader's Score: 48

Status: Submitted
Last Updated: 07/10/2017 02:40 PM

Status: Submitted
Last Updated: 07/04/2017 09:05 PM

Technical Review

Applicant: IPS Enterprises, LLC (U411C170162)
Reader #2:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	30	29
Quality of the Project Design and Management Plan		
1. Project Design/Management	50	50
Sub Total	80	79
Total	80	79

Technical Review Form

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

Applicant: IPS Enterprises, LLC (U411C170162)

Questions

Selection Criteria - Significance

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

   (1) The national significance of 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 represents an exceptional approach to the priority or priorities established for the competition.

   Strengths:

   1) The IDEA schools help students develop a college-going identity while increasing academic rigor and working with parents on college application processes. 88.6% of the school population is economically disadvantaged. The IDEA Public Schools project has national significance because they are outperforming national statistic for low-income, first-generation college students for bachelor degree completion. Nationally, 9% of low-income students complete college while 47% of IDEA students graduate compared to 77% of high income students. The target population area is in need of educational opportunities as it has low educational attainment with only 24% of local people with a high school diploma, 17% have some college, 5% have a two-year degree, 11% have a four-year degree and 4% have a graduate degree. The IDEA schools have 99.9% of students accepted into college but need to improve the graduation rates through program services that get students through college successfully.

   2) The project involves the development and demonstration of promising new strategies that build on existing strategies that have worked well for ten years. There are three existing strategies: academic readiness, college-going identity and college knowledge, that will be augmented with customized curriculum, creation and field testing of a rubric for the college going identity, professional development for teachers and evaluation of the interventions. The proposed rubric with curriculum will be a useful college-going and college completion tool.

   3) The project represents an exceptional approach to the priorities 1 and 4 established for the competition. The four approach areas address: a innovative research regarding the ingredients to college preparedness; the curriculum and rubric that build a diagnostic plan of interventions; a coaching, technology and data analytics partnerships with Education First; and a long range plan based on their history of developing systems, tools and initiatives.

   Weaknesses:

   1) In one place the college graduation rate is 47% (p. e126) and in another it is 51%(p. e22). Both rates are higher than the national average, but the internal inconsistency should be edited.

   2) No weaknesses noted.

   3) No weaknesses noted.

Reader's Score: 29

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 extent to which performance feedback and continuous improvement are integral to the design 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 applicant presents an excellent set of goals, objectives, and outcomes to be achieved by the project. These are clearly specified and measurable. The objectives cover the life of the grant and beyond. The goals and objectives are strongly linked to the logic model and program activities with appropriate staffing to support the outcomes.
   2) The management plan provides an extensive outline of the staff, their duties and their experience that will assist in achievement of the objectives of the project. The detailed plan and competent experienced staff will assure that the project is on time, tasks are completed, milestones celebrated and the budget allocations are appropriate. The applicant provides an extensive list of MOU's and non-generic letters of support from community members, alumni and educational institutions. These all contain specific language and specified agreements of actions that will be taken on behalf of students in the program. The project has School Leadership Teams, School-based College Success Teams and a Management Team who assure progress is made.
   3) The performance feedback and continuous improvement loops are an integral part of the design of the project. Each layer has a feedback and improvement aspect to it. There are feedback loops within the Teams as well as within the Executive Team. The Executive Team meets weekly to measure progress and to systematically assess progress and identify best practices and inform course correct. The applicant presents a detailed list of the meeting schedules, some of which are daily, others weekly, some monthly other annually.
   4) The applicant will use appropriate mechanisms to broadly disseminate the data and information on its project so as to support further development or replication. The Project Director will network with other Directors and will share in several national and regional networks. Site visits will be hosted and presentations made at conferences such as the National Association for College Admission Counseling and National Alliance for Public Charter Schools.

   Weaknesses:

   1) No weaknesses noted.
   2) No weaknesses noted.
   3) No weaknesses noted.
   4) No weaknesses noted.

Reader's Score: 50

Status: Submitted
Last Updated: 07/04/2017 09:05 PM

Technical Review

Applicant: IPS Enterprises, LLC (U411C170162)
Reader #3: **********

			Points Possible	Points Scored
Questions				
Selection Criteria				
Significance				
1. Significance			30	30
Quality of the Project Design and Management Plan				
1. Project Design/Management			50	49
		Sub Total	80	79
		Total	80	79

Technical Review Form

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

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

Applicant: IPS Enterprises, LLC (U411C170162)

Questions

Selection Criteria - Significance

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

   (1) The national significance of 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 represents an exceptional approach to the priority or priorities established for the competition.

   Strengths:

   (1) The applicant clearly states that the national significance of the project is to develop a college-going identity to a student's choice of, matriculation to, and persistence in college. First generation college-going students need to have a college-going identity in order to be successful in college, including articulating aspirations and expectations, maintaining strong peer and adult relationships, motivation and goal-setting, and self-regulatory skills.

   (2) The applicant proposes promising new strategies that include the creation of a customized curriculum for high need students in grades 6-12 to develop a college-going identity; create, pilot, iterate on, and improve a research-based rubric to measure the development of the college-going identity over time; provide professional development to educators on using the curriculum and rubric; and, evaluating the impact of the three interventions.

   (3) The applicant clearly connects the proposed project to priorities 1 and 4. The project will serve a high-need, low income, majority-minority student population. A curriculum and rubric that builds and evaluates the development of a college-going identity among this population does not currently exist. This will provide schools an ability to diagnose gaps, provide interventions, and improve the rates of students' college persistence, success, and completion.

   Weaknesses:

   No weaknesses.

Reader's Score: 30

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 extent to which performance feedback and continuous improvement are integral to the design 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 applicant clearly describes the goals and objectives for the project. Goals include achieving college readiness results, building a strong and sustainable organization, and achieving the mission of the project at scale. Baseline data is provided, and a clear annual measurement is provided for each performance measure.

(2) The management plan provides descriptions of key personnel for the project. Key personnel include the Chief College and Diversity Officer, Senior Director of College Success, Director of Student Advocacy, and Director of College Partnerships. There are three teams listed, including the GrantEd Team whose purpose is to ensure fidelity of program implementation across all grants and all schools. Major milestones are also listed.

(3) The feedback and continuous improvement plan is thorough. The plan describes feedback to occur quarterly, tri-annually, semi-annually, and annually. An 8-step process will be used for leading change, which includes establishing a sense of urgency based on the needs assessment and stakeholder buy-in, forming a powerful guiding coalition, and creating a vision.

(4) The project will be disseminated through several methods. The applicant organization participates in several national and regional educational networks, has several college and university partners, and will host site visits to share information on project successes and challenges.

Weaknesses:

(2) It is not clear who will be following-up with students once they continue to postsecondary, or what services will be provided to the students. A continuation plan or description of methods the applicant will use to keep students engaged in postsecondary work once they enter to be successful through completion would improve the proposal.

Reader's Score: 49

Status: Submitted
Last Updated: 07/11/2017 01:14 PM