J-PAL North America Proposal Evaluation Criteria

A strong proposal will clearly address the following criteria, which are provided to all proposal reviewers. For information on eligibility criteria and the application process, please see J-PAL Application Instructions.

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## Relevance to Public Policy and Issues of Poverty

* Does the proposal make the case for how answering the proposed research question and/or evaluating the proposed intervention has the potential to generate benefits for the following economically marginalized populations?
  + People who are low-income or living in poverty
  + People who have risk factors associated with falling into poverty
  + People who identify as members of racial/ethnic groups who are at greater risk of living in or falling into poverty due to economic marginalization produced through structural racism in North America, such as Black, Indigenous, and Latinx populations.
* Is the proposal addressing a pressing public policy issue in North America? How is this policy issue relevant to one or more of the populations described above?
  + Policy issue has a significant or disproportionate impact on low-income and/or economically marginalized populations
* Is the intervention designed to improve or increase access to resources and choices for low-income and/or economically marginalized populations
* Policy issue is one that, if unaddressed, could lead people to fall into poverty
* Policy intervention relates to issues of structural racism that are specific to economically marginalized racial/ethnic groups in the North America context.
* Will lessons learned from this study have broader relevance or applications for policy or decision-making beyond this test case?

## Advancing Racial and Ethnic Equity [Optional: Applicable to proposals focused on racial equity]

* Does the study center on advancing racial and ethnic equity?
* Does the proposal address how findings would advance racial and ethnic equity?
  + We define racial and ethnic equity as the process of ensuring that race is no longer used to reinforce social hierarchies. Racial equity does not imply the absence of racial group identities, communities, or cultural traditions, but that such aspects are not used against individuals or groups in social, political, and legal domains. This process involves acknowledging and addressing historic harms and racial injustices, making amends, working to create racially just systems, policies, practices, attitudes, and cultural messages, and eliminating structures that reinforce differential outcomes by race ([AISP Toolkit](https://www.aecf.org/resources/a-toolkit-for-centering-racial-equity-within-data-integration)).
  + J-PAL prioritizes studies whose primary aim is advancing racial and ethnic equity and goes beyond disaggregating outcomes by race.
* Does the proposal define race and ethnicity in the context of the study?
* Does the proposal demonstrate a thorough knowledge of the literature around racial and ethnic equity, including literature outside of economics?
* Is the study powered to find effects for specific subpopulations, to compare effects across different racial / ethnic groups.
* For additional guidance, please reference the following: J-PAL blog post on [stratification economics](https://www.povertyactionlab.org/blog/5-30-23/researching-racial-equity-stratification-economics), journal articles on [stratification economics](https://www.aeaweb.org/articles?id=10.1257/jel.20211687) and [sociological perspectives on racial discrimination](https://www.aeaweb.org/articles?id=10.1257/jep.34.2.49), and Bill Spriggs’ [“Is now a teachable moment for economists?”](https://www.minneapolisfed.org/~/media/assets/people/william-spriggs/spriggs-letter_0609_b.pdf).
* Please see the [appendix](#bookmark=kix.71a2z6wozrk5) for additional information and example projects.

## Academic Contribution

* Does the study contribute to advancing knowledge? For example, does it answer new questions, or introduce novel methods, measures, or interventions?
* Does the study have academic relevance? How does the proposed study compare with the existing body of research? Has the research question(s) been evaluated within or outside of economics?
  + Does the proposal appropriately cite papers from outside economics if/as applicable?
* Is the experiment clearly linked to underlying social science theories?

## Technical Design

* Does the proposal effectively explain how its study design will enable it to answer its research question[s]?
* Are there threats that could compromise the validity of results? How do you plan to address these?
* Does the proposal provide a clear rationale for the study’s sample size and power to detect relevant impacts? This explanation should be appropriate to the design stage of the study (please see the document *J-PAL Proposal Instructions* for more details on how J-PAL defines full vs. pilot stage studies), and include descriptions of the following:
  + For full studies:
    - Parameters of chosen average effect size (e.g. ITT, LATE, etc.)
    - Outcome(s) on which power calculations are based
    - Units used in power calculations
    - A realistic and decision-relevant minimum detectable effect (MDE) size
    - Underlying assumptions about sample size and take up rates
  + For pilot studies:
    - A “back-of-the-envelope” sense of the potential sample size and power to detect relevant impacts if a full randomized evaluation were launched.
* For additional guidance on [power calculations](https://www.povertyactionlab.org/resource/power-calculations), [randomization design](https://www.povertyactionlab.org/resource/randomization), [intake and consent processes](https://www.povertyactionlab.org/resource/define-intake-and-consent-process), and other aspects of designing an RCT, please see J-PAL’s [research resources](https://www.povertyactionlab.org/research-resources).

## Potential Ethical Risks [Optional]

Please discuss, if applicable, any ethical considerations that you feel warrant discussion but are not covered by your existing or planned IRB review. It is fine to leave this section partly or entirely blank; please detail only issues that are not or will not be covered by your IRB that you feel are potentially important enough for the review committee to be aware. For more details, see [**here**](https://drive.google.com/file/d/15-EdgIfCOp6b_uvA5QQMzbU5QTw01rEk/view)**.**

## Viability & Value of the Project

* If applicable, is the role of the implementing partner(s) clear and is the relationship strong and likely to endure through the entire study?
* Is a realistic timeline for completing the study and analysis provided?
* Are there any logistical or political obstacles that might threaten the completion of the study, for example, government authorization or completion of multiple data use agreements?
* Is the cost of the study commensurate with the value of expected lessons learned?

## Research Transparency

* Does the project advance best practices in research transparency?
* Does the researcher demonstrate commitment to registering the research project and publishing data and replication code online when not precluded by privacy restrictions?

## Previous J-PAL Award Compliance

* J-PAL will consider compliance on past J-PAL North America funded projects in making future funding decisions. This includes completion of project reports and other grant deliverables.
  + *Note:* J-PAL will only consider administrative aspects of the award and **will** **not** evaluate the success of the project itself.

## Appendix

J-PAL would like to fund high-quality RCTs where racial and ethnic equity (as defined on page 2) is central to the design of the experiment. Studies in which the only relationship to equity is to examine heterogeneity by race or ethnicity ex-post do not meet this criteria. Key characteristics of studies where racial and ethnic equity are central include:

1. Seek to [understand underlying mechanisms behind racial and ethnic disparities](https://www.povertyactionlab.org/blog/5-3-23/researching-racial-equity-racial-discrimination-choice-constraints-and-policy), inform the development of new policy or intervention proposals, and test the effectiveness of such interventions.
   1. Key outcomes or estimates are related to racial equity.
   2. Is the sample chosen such that the study is powered to measure effects within specific subgroups or to compare outcomes across different subgroups?
2. Build upon theories and questions regarding race identified within a broad set of fields including [sociology](https://www.aeaweb.org/articles?id=10.1257/jep.34.2.49), [stratification economics](https://www.povertyactionlab.org/blog/5-30-23/researching-racial-equity-stratification-economics), and other existing work on race.

Past work funded by J-PAL that demonstrates these characteristics:

1. “Does Diversity Matter for Health? Experimental Evidence from Oakland." ([AEA registration](https://www.socialscienceregistry.org/trials/2497), [paper](https://www.aeaweb.org/articles?id=10.1257/aer.20181446), [evaluation summary](https://www.povertyactionlab.org/evaluation/matching-provider-race-increase-take-preventive-health-services-among-black-men-united)).
   1. Marcella Alsan, Grant Graziani, and Owen Garrick investigated potential drivers of health inequities between Black and white patients by varying the racial concordance between patients and physicians.
   2. The study identifies a driver of racial health disparities that is independent of individual discrimination against patients
   3. Study is also grounded in an understanding of historical racial discrimination, disparities, and abuse, which informs the hypotheses that are tested and heterogeneous treatment effects that are estimated.
   4. Results point to a solution → more racial diversity among physicians would mean better health outcomes for Black men.
2. “Disentangling Sources of Bias: Evidence from Advanced Placement Course Recommendations” ([AEA registration](https://www.socialscienceregistry.org/trials/7927), abstract on J-PAL [website](https://www.povertyactionlab.org/initiative-project/disentangling-sources-bias-evidence-advanced-placement-course-recommendations)).
   1. Rather than relying on deficit-based theories[[1]](#footnote-0) of under-investment on the part of Black students, Dania Francis, Angela de Oliveira, and Carey Dimmitt are developing an RCT to build upon their quasi-experimental work in order to understand how existing systems and social dynamics may constrain Black students’ ability to choose AP courses.
3. "Reducing Racial Disparities in Bail Decisions: An Experiment on Public Accountability and Feedback in Texas” ([AEA registration](https://www.socialscienceregistry.org/trials/6872), abstract on J-PAL [website](https://www.povertyactionlab.org/initiative-project/reducing-racial-disparities-bail-decisions-experiment-public-accountability-and))
   1. Motivated by high racial disparities in the criminal legal system, Will Dobbie and Crystal Yang test a new policy to increase equity.
   2. RCT looks at institutional policy (the report cards) and individual-level education (personal feedback to judges) and how these different levels of approaches interact to increase equity.

1. Deficit-based theories focus on what an individual or group lacks as an explanation for disparities. Asset-based approaches focus more broadly on what might support individuals or groups in achieving success. [↑](#footnote-ref-0)