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

Technical Review Coversheet

Applicant: Atlanta Independent School District -- Learning Excellence/Fine Arts Curriculum & Instruction
(U351C110005)

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

	Points Possible	Points Scored
Questions		
Summary Comments		
Summary Comments		
1. Summary Comments	0	0
Sub Total	0	0
Selection Criteria		
Significance		
1. Significance	10	10
Quality of the Project Design		
1. Project Design	10	7
Quality of Project Services		
1. Project Services	20	18
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	93
Priority Questions		
Competitive Preference Priorities		
Enabling More Data-Based Decision-Making		
1. Decision-Making	10	10
Strong or Moderate Evidence of Effectiveness		
1. Evidence of Effectiveness	10	10
Sub Total	20	20
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	0
Sub Total	0	0
Total	120	113

Technical Review Form

Panel #5 - Panel - 5: 84.351C

Reader #1:　　＊＊＊＊＊＊＊＊＊＊

Applicant:　　Atlanta Independent School District -- Learning Excellence/Fine Arts Curriculum &
　　　　　　　　Instruction (U351C110005)

Questions

Summary Comments - Summary Comments

1. **Please enter any summary comments here.**

   Strengths:

   The applicant does an excellent job of describing the program design. The proposal is well-developed with only minor
   weaknesses.

   Weaknesses:

   The strategies for ensuring equal access was not well-developed and more details on the strategies that will be used in
   case identified positions need to be replaced during the project period would have strengthened the proposal

Reader's Score:　　　0

Selection Criteria - Significance

1. **(a) The extent to which the proposed project is likely to build local capacity to provide, improve, or
   expand services that address the needs of the target population.**

   **(b) The extent to which the results of the proposed project are to be disseminated in ways that will
   enable others to use the information or strategies.**

   Strengths:

   a) The applicant has designed a project that will ensure that arts assessment is the driving force for professional
   development in order to improve pedagogical skills, classroom practices, and foster productive relationships with teachers
   and administrators (p.2-3). The previous Arts Demo project identified a number of challenges and concerns that included
   what data should be collected, and how best to use that data to improve academic rigor. As a result the applicant is
   proposing to improve services by implementing a multi-pronged student assessment tool that has conceptual,
   procedurals, and performance components that are aligned with the National Standards for Arts Education (p.3, 5).

   b) The applicant does a good job of describing the strategies that will be implemented in the area of dissemination that
   includes the creation of a comprehensive website that will allow free access to lesson plans, assessments, and
   observation instruments; a database narrative showing how the project evolved and lessons learned; participation and
   presentations at regional, state, and national conferences, and publication of research findings in professional journals
   and publications (p.3-4).

   Weaknesses:

   a) No weaknesses noted.

   b) No weaknesses noted.

Reader's Score: 10

Selection Criteria - Quality of the Project Design

1. **The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

   Strengths:

   The applicant does a good job of describing strategies that have been designed to build capacity as evidenced by the Classroom Impact Profile Measure (CIPM) that will be developed that is based on national, state, and disciplinary standards that will be used to "triangulate" data from three sources that will result in a comprehensive data-based assessment. This is a tool that will be embedded in to the school structure and is aligned with standards-based curriculum instruction(p.5). Moreover, to ensure that teachers are kept abreast of changes, the applicant is proposing to provide three types of long-term professional development courses each year (i.e., one week summer intensive workshop with quarterly follow-ups, job-embedded professional development, and hybrid online/self-directed professional development) that will focus on integrating student assessment and best practice models with "critical" reflection on instruction (p.6).

   Weaknesses:

   While the applicant has identified a number of strategies that will be implemented that include embedding the CIPM in the school structure. There are no details on how they will ensure that the training and development will be continued once federal funding ends. The applicant indicates that the professional development sequence relies on supplemental funding. However, there are no details on how they will ensure supplemental funding in future years when new teachers arrive. There are no details on how the Master, Apprentice Master Teacher, and Model Teachers will be used (i.e. train-the-trainer model) once funding has ended as these positions are paid positions through the proposed project (p.7, 9 & 19).

Reader's Score: 7

Selection Criteria - Quality of Project Services

1. **(a) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

   (b) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

   (c) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

   Strengths:

   a) The applicant indicates that they will provide reasonable accommodations for individuals with disabilities including an emphasis on fully integrating into workshops multiple learning modalities and modification/accommodation for all learning experiences (p.11).

   b) The applicant does an excellent job of describing their training and professional development services that include a range of opportunities (i.e., professional development retreats, intensive summer workshops, embedded professional development during the school day) that demonstrate their knowledge of research associated with effective practice as it relates to professional development (p.11-12). A detailed professional development course syllabi documenting length, duration, and intensity is fully described (see appendices).

c) The applicant provides a detailed strategy for ensuring that the proposed project services will lead to improvements as the program is designed to align with the arts standards and rigorous academic standards (p.13). The program design focuses on a number of cognitive learning skills that will allow for students and teachers to apply the ideas and strategies learned in arts across the curriculum (p.13-14).

Weaknesses:

a) While the applicant indicates that they will ensure equal access, it appears that the focus is solely on individuals with disabilities. There are no strategies on outreach to underrepresented groups, and/or how the consultants will ensure outreach and inclusion. More details are needed on the specific strategies that will be implemented (p.11).

b) No weaknesses noted.

c) No weaknesses noted.

Reader's Score: 18

Selection Criteria - Quality of Project Personnel

1. **(a) 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.**

   (b) The qualifications, including relevant training and experience, of key project personnel.

   (c) The qualifications, including relevant training and experience, of project consultants or subcontractors.

   Strengths:

   a) The applicant indicates that the current project team that has already been identified come from diverse backgrounds (p.14).

   b) The educational background and training of key project personnel is more than adequate to meet project objectives. The Project Director has a minimum of a master's degree with the Assistant Director possessing a terminal degree (p.14-15 & appendices).

   c) The educational background and training of other personnel (i.e. project consultants and contractors) is more than adequate to achieve project objectives. All staff have the requisite training and education with some staff holding terminal degrees (p.15-17 & appendices).

   Weaknesses:

   a) The applicant fails to provide details on their strategies for encouraging applications from traditionally underrepresented groups. There are no details on if outreach is conducted with organizations (i.e. vocational rehabilitation, fraternities) that typically work with underrepresented groups. The applicant only states that they chose individuals based on their expertise and diverse background (p.14).

   b) No weaknesses noted.

   c) No weaknesses noted.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

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 does an excellent job of describing the management plan that includes timelines, milestones, responsible parties, and outcomes that can be easily evaluated in from a process perspective (p.22-25). There is adequate staffing associated with the project along with an organizational chart outlining reporting requirements (see appendices).

   Weaknesses:

   No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. **(a) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

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

   Strengths:

   a) The applicant does an excellent job of describing the evaluation plan which focuses heavily on the collection of qualitative(i.e. surveys, anecdotal data) and quantitative (i.e. pre-post tests, state-mandated tests) that are clearly aligned with the GPRA measures and program objectives. The Classroom Impact Profile Measure (CIPM) has a built-in component that focuses on evaluation which will provide for a formative and summative evaluation that will contain some aspects of a process evaluation (p. 20).

   b) The applicant will ensure feedback as the management plan builds in a feedback component throughout the school year. Additionally, the project evaluator will provide on-going feedback as evidenced by the detailed description (p.22) in the management plan outlining benchmarks for reporting. There are mechanisms built into the program design that focuses on identifying strengths and challenges (p.20-25).

   Weaknesses:

   a) No weaknesses noted.

   b) No weaknesses noted.

Reader's Score: 30

Priority Questions

Competitive Preference Priorities - Enabling More Data-Based Decision-Making

1. **Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in the following priority area: Improving instructional practices, policies, and student outcomes in elementary or secondary schools.**

   Strengths:

   The applicant does an excellent job of describing their strategies for ensuring a high-quality and timely data system that will collect and analyze program participant outcomes. The design of the project is data driven and includes students in elementary, middle, and secondary schools. The overall project design is focused on improving outcomes using a cognitively-based strategy (p. I & 3-5).

   Weaknesses:

   No weaknesses noted.

Reader's Score: 10

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

1. **Supporting Programs, Practices, or Strategies for which there is Strong or Moderate Evidence of Effectiveness.**

   Projects that are supported by strong or moderate evidence (as defined in this notice). A project that is supported by strong evidence (as defined in this notice) will receive more points than a project that is supported by moderate evidence (as defined in this notice).

   Strengths:

   The proposed project design includes an evidenced-based model with research-based instruments that have been tested for inter-rater reliability. There Classroom Impact Profile Measure (CIPM) that will be developed is just one example of the use of evidence-based practices that will focus on assisting arts teachers in becoming highly proficient in delivery quality instruction (p.ii).

   Weaknesses:

   No weaknesses noted.

Reader's Score: 10

Invitational Priority - Improving Achievement and H.S. Graduation Rates

1. **Improving Achievement and High School Graduation Rates.**

   Projects that are designed to address one or more of the following priority areas:

   (a) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students in rural local educational agencies.

   (b) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for high-need students.

No

Reader's Score: 0

Status:	Submitted
Last Updated:	08/08/2011 04:11 PM

Technical Review Coversheet

Applicant: Atlanta Independent School District -- Learning Excellence/Fine Arts Curriculum & Instruction
(U351C110005)

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

		Points Possible	**Points Scored**
Questions			
Summary Comments			
Summary Comments			
1. Summary Comments		0	0
	Sub Total	0	0
Selection Criteria			
Significance			
1. Significance		10	7
Quality of the Project Design			
1. Project Design		10	8
Quality of Project Services			
1. Project Services		20	14
Quality of Project Personnel			
1. Project Personnel		10	8
Quality of the Management Plan			
1. Management Plan		20	18
Quality of the Project Evaluation			
1. Project Evaluation		30	27
	Sub Total	100	82
Priority Questions			
Competitive Preference Priorities			
Enabling More Data-Based Decision-Making			
1. Decision-Making		10	10
Strong or Moderate Evidence of Effectiveness			
1. Evidence of Effectiveness		10	10
	Sub Total	20	20
Invitational Priority			
Improving Achievement and H.S. Graduation Rates			
1. Graduation Rates		0	0
	Sub Total	0	0
	Total	120	102

Technical Review Form

Panel #5 - Panel - 5: 84.351C

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

Applicant: Atlanta Independent School District -- Learning Excellence/Fine Arts Curriculum & Instruction (U351C110005)

Questions

Summary Comments - Summary Comments

1. **Please enter any summary comments here.**

   Strengths:

   Overall a very good application. Clearly there is experience and good work here.

   Weaknesses:

   At times the proposal was too philosophical or jargony simply stating the programs review criteria without providing the direct detailed specifics in the narrative. The appendicies were absolutely essential and is what really made the application competitive, along with the track record and previous work.

Reader's Score: 0

Selection Criteria - Significance

1. **(a) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.**

   (b) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

   Strengths:

   ARTS APS 2.0 builds on previous work funded by PDAE funds. Students and participating arts teachers are predominantly minority and meet the program criteria. Dissemination plan good with website and free lesson plans available. Grounded in previous work and comprehensive approach to district wide implementation.

   Weaknesses:

   Lessons learned from ARTS APS 1.0 seemed a little anecdotal (pg3) and I would have liked more info on data collected and impact from previous work since this request is presented building on that work. Also I would have liked more information on what data and how it would be collected in this project spelled out here.

Reader's Score: 7

Selection Criteria - Quality of the Project Design

1. **The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

Strengths:

Focus equally on teacher as an artist is a notable strategy. Multiple options allowed for teachers to self select professional development activities is good while still maintaining rigorous intensive experiences. Charts outlining objectives and outcomes (pgs 6-9) were helpful and comprehensive.

Weaknesses:

I would have liked more discussion on how this work and project activities will be sustained beyond the three years of the project activity to strengthen this response.

Reader's Score: 8

Selection Criteria - Quality of Project Services

1. **(a) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

   (b) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

   (c) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

   Strengths:

   Services seen thoughtful and comprehensive and target participating teachers and their students primarily represent historically underrepresented groups. Appendix information provided was detailed and crucial in evaluating this proposal.

   Weaknesses:

   Statements such as "All project consultants will deliver courses that are scientific, research-based 'best practices'" and "Summer courses and workshops covered by this grant will be provided by highly regarded, exemplary arts institutions . . ." is not a sufficient response. More specific information on who, what, when and why would help the reviewer better understand the impact of the proposal. The appendix was extensive and helpful but more details would have made the application stronger.

Reader's Score: 14

Selection Criteria - Quality of Project Personnel

1. **(a) 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.**

   (b) The qualifications, including relevant training and experience, of key project personnel.

   (c) The qualifications, including relevant training and experience, of project consultants or subcontractors.

   Strengths:

   Personnel selected are very qualified and partnering agencies as well as consultants seem appropriate for the project.

Weaknesses:

Project team is predominantly music oriented. A broader spectrum of genre representation might strengthen supporting other art forms which may be at a disadvantage already.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

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:

    A detailed management plan and timeline was provided for all three years of the activity. Clearly planning for this proposal based on previous experience is significant and confidence in the applicants ability to carry out the project is at the highest levels.

    Weaknesses:

    No weaknesses

Reader's Score: 18

Selection Criteria - Quality of the Project Evaluation

1. **(a) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

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

    Strengths:

    Evaluation methods seem comprehensive and have been developed from previous work in this area. Sample assessments and information was extensive and appropriate. Ongoing review, feedback and modification is included and important.

    Weaknesses:

    No weaknesses

Reader's Score: 27

Priority Questions

Competitive Preference Priorities - Enabling More Data-Based Decision-Making

1. **Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in the following priority area: Improving instructional practices, policies, and student outcomes in elementary or secondary schools.**

Strengths:

The project is built on previous work that is data driven and employs a strategy for the ongoing use of student and teacher data from many sources and angles. Focus on improving instructional practices is evident and measuring student outcomes as well.

Weaknesses:

No weaknesses

Reader's Score: 10

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

1. **Supporting Programs, Practices, or Strategies for which there is Strong or Moderate Evidence of Effectiveness.**

   Projects that are supported by strong or moderate evidence (as defined in this notice). A project that is supported by strong evidence (as defined in this notice) will receive more points than a project that is supported by moderate evidence (as defined in this notice).

   Strengths:

   The project and proposed activities are based on and cite research that indicated there is strong evidence used in the planning, execution, and evaluation of the programs and services.

   Weaknesses:

   No weaknesses

Reader's Score: 10

Invitational Priority - Improving Achievement and H.S. Graduation Rates

1. **Improving Achievement and High School Graduation Rates.**

   Projects that are designed to address one or more of the following priority areas:

   (a) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students in rural local educational agencies.

   (b) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for high-need students.

   No

Reader's Score: 0

Status:　　　　Submitted

Last Updated:　08/04/2011 03:40 PM

Technical Review Coversheet

Applicant: Atlanta Independent School District -- Learning Excellence/Fine Arts Curriculum & Instruction
(U351C110005)

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

		Points Possible	Points Scored
Questions			
Summary Comments			
Summary Comments			
1. Summary Comments		0	0
	Sub Total	0	0
Selection Criteria			
Significance			
1. Significance		10	10
Quality of the Project Design			
1. Project Design		10	8
Quality of Project Services			
1. Project Services		20	18
Quality of Project Personnel			
1. Project Personnel		10	10
Quality of the Management Plan			
1. Management Plan		20	15
Quality of the Project Evaluation			
1. Project Evaluation		30	30
	Sub Total	100	91
Priority Questions			
Competitive Preference Priorities			
Enabling More Data-Based Decision-Making			
1. Decision-Making		10	10
Strong or Moderate Evidence of Effectiveness			
1. Evidence of Effectiveness		10	10
	Sub Total	20	20
Invitational Priority			
Improving Achievement and H.S. Graduation Rates			
1. Graduation Rates		0	0
	Sub Total	0	0
	Total	120	111

Technical Review Form

Panel #5 - Panel - 5: 84.351C

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

Applicant: Atlanta Independent School District -- Learning Excellence/Fine Arts Curriculum &
Instruction (U351C110005)

Questions

Summary Comments - Summary Comments

1. **Please enter any summary comments here.**

   Strengths:

   This is a well-conceived, well-documented, and strong application that can provide evidence of inproved arts instruction and recognition of the arts programs in schools and communities.

   Weaknesses:

   The only strong concern is about sustainability without the federal grant, which raises concerns about district support without this particular grant program.

   Reader's Score: 0

Selection Criteria - Significance

1. **(a) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.**

   (b) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

   Strengths:

   The project is well conceived and builds on the experience from a previous grant under the same program. (Page 1/e0)

   The project proposes dissemination strategies that were effectively utilized from the proceeding program, as evidenced by papers and presentations from key personnel resumes and CVs. (Page 3/e2 and Appendix materials for resumes)

   Weaknesses:

   None noted.

   Reader's Score: 10

Selection Criteria - Quality of the Project Design

1. **The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

Strengths:

The project is based on data that combines attention to student achievement and teacher performance, utilizing a method developed under a previous grant under this same program. The Arts-Specific Cognitive Achievement Measure provides an innovative method of looking at teacher practice and, as noted in the proposal, how students learn. (Page 2/e1)

The proposal has a very solid basis in cognitive and educational research. (Page 1/e0)

Weaknesses:

Since this application is being submitted after a previous federal grant in the same program there is concern about the sustainability after the new federal grant. (Page 2/e1)

Reader's Score: 8

Selection Criteria - Quality of Project Services

1. **(a) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

 (b) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

 (c) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

 Strengths:

 The proposed program of professional development consists of a comprehensive approach involving retreat-style workshops, embedded classroom sessions, action research, and collaborative practice. (Page 6/e5)

 The outline of workshop content provided clear evidence of expected teacher learning. (Appendix pages e10-e12)

 Weaknesses:

 While the proposal notes data on Title I schools, there is limited evidence of attention to underserved populations beyond this notation of high poverty (page 2/e1)

Reader's Score: 18

Selection Criteria - Quality of Project Personnel

1. **(a) 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.**

 (b) The qualifications, including relevant training and experience, of key project personnel.

 (c) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Strengths:

Program personnel are well qualified and experienced in managing similar projects. (Pages 14/e13-15/e14)

Weaknesses:

None noted.

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

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 outline of the project for the three years of federal funding. The management plan includes detailed tasks and outcomes for each milestone. (Pages 22/e21-25/e24)

   Weaknesses:

   The project budget does not reflect cost allocation for personnel. (Budget, page e3) While the narrative indicates that the project would be handled through contractual agreements, there is also indications of staff involvement. (Page 18/e17) There is a concerned that the overall budget would not reflect actual costs of the project.

Reader's Score: 15

Selection Criteria - Quality of the Project Evaluation

1. **(a) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

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

   Strengths:

   The project evaluation plan effectively proposes a combination of qualitative and qualitative assessment tools. The Classroom Impact Profile Measure is a key element reference to specific performance measures. (Page 5/e4)

   There is a clear outline of feedback and engagement between teachers and the evaluator contained on both the performance measure plan (Page 7/e6) and management plan (Page 22/e21) to facilitate periodic assessment of progress.

   Weaknesses:

   None noted.

Reader's Score: 30

Competitive Preference Priorities - Enabling More Data-Based Decision-Making

1. **Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in the following priority area: Improving instructional practices, policies, and student outcomes in elementary or secondary schools.**

   Strengths:

   Proposal includes a well-developed model for systemically collecting and analyzing outcomes. (Appendix Pages i/e2-ii/e3)

   Weaknesses:

   None noted.

Reader's Score: 10

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

1. **Supporting Programs, Practices, or Strategies for which there is Strong or Moderate Evidence of Effectiveness.**

   Projects that are supported by strong or moderate evidence (as defined in this notice). A project that is supported by strong evidence (as defined in this notice) will receive more points than a project that is supported by moderate evidence (as defined in this notice).

   Strengths:

   Results of the prior program provide a strong basis of evidence related to the quality of data and effectiveness. (Appendix Page i/e2)

   Weaknesses:

   None noted.

Reader's Score: 10

Invitational Priority - Improving Achievement and H.S. Graduation Rates

1. **Improving Achievement and High School Graduation Rates.**

   Projects that are designed to address one or more of the following priority areas:

   (a) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students in rural local educational agencies.

   (b) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for high-need students.

No

Reader's Score: 0

Status: Submitted
Last Updated: 08/01/2011 04:26 PM