

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

Status: Submitted

Last Updated: 08/04/2011 03:30 PM

Technical Review Coversheet

Applicant: Chicago Public Schools, District #299 -- Teaching and Learning Arts Education (U351C110047)

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	10
Quality of Project Services		
1. Project Services	20	20
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	100
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	120

Technical Review Form

Panel #6 - Panel - 6: 84.351C

Reader #1: *****

Applicant: Chicago Public Schools, District #299 -- Teaching and Learning Arts Education
(U351C110047)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

This is a strong proposal that addresses all of the components. The applicant proposes to partner with a nationally recognized arts education leader, to provide a distinctive model of high quality sustained and intensive professional development, to enhance standards-based arts instruction in dance, music, theater, visual arts, and media arts, as well as the integration of the arts with other academic areas, especially reading.

Weaknesses:

No significant weaknesses noted.

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 clearly demonstrates an effective plan to build local capacity to provide, improve, or expand services that address the needs of the target population. The applicant demonstrates significant needs as the target population has a high percentage of Free and Reduced Price Meal eligible students and 86% of population are low-income (att. 1). In the target area there is a 13.9% ELL student population (att. 2). The proposed project will serve approximately 1,250 6-8 grade students (abstract). Goals of the project are to increase leadership and support at the school, to allow teacher to fully participate in the project through scheduling and logistical support and to establish a research-based area-wide professional development model that can be implemented across schools (p. 9).

(b) The applicant clearly demonstrates that the proposed project will be disseminated in ways that will effectively enable others to use the information. For example, the proposed project will disseminate products by posting on the school and partner websites, publications in professional journals, and presentations by participants (p. 10). This project will result in several primary products for use in other settings. For example, they will use a manual detailing the project, a resource binder that includes lesson and unit plans, and video and photo documentation of art projects and performances (p. 10).

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 proposed project is clearly designed to build capacity and yield results beyond the period of federal funding. For example, classroom teachers and specialists will develop professional skills and leadership skills to disseminate the program within their school, area and district (p. 11). The school district will also acquire a professional development model enabling them to train teachers in the future (p. 11). In addition to professional development summer institutes and follow-up professional development throughout the year, the proposed project will develop an online learning community for teachers to blog, share reflections and post lesson plans (p. 13). Teachers will also receive resource guides, materials, and curricular samples that can be utilized beyond the grant period. (p. 11).

Weaknesses:

No weaknesses noted.

Reader's Score: 10

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 has sufficient strategies for ensuring equal access for project participants. For example, strategies for ensuring equal treatment include translation, program materials in alternative formats and inclusion for students with Individual Education Plans (p. 13-14).

(b) The training and professional development services to be provided by the applicant are of sufficient quality, intensity, and duration to lead to improvements. For example, the proposed project would allow teachers to participate in 40 hours of professional development each year and lead teachers will participate in 52 hours of professional development. Teachers and project staff will then post reflections, lesson plans and other documentation on the project website (p. 16).

(c) The applicant clearly demonstrates 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. Curriculum will be based on state and national standards. For example, professional development will outline a scope and sequence for target concepts and skills following state and national art standards (p. 17).

Weaknesses:

- (a) No weaknesses noted.
- (b) No weaknesses noted.
- (c) No weaknesses noted.

Reader's Score: 20

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 clearly encourages applications for employment from persons who are members of groups that have traditionally been underrepresented. For example, the project director and search committee will develop job descriptions and advertise in websites, publications and other media that target individuals from traditionally underrepresented groups (p. 19).

(b) The applicant clearly demonstrates that the qualifications training and experience of key project personnel are adequate for the success of the program. For example, the minimum qualifications of the project manager are a Bachelor's Degree in education or the arts, at least three years experience in successfully managing a project of similar magnitude and working knowledge of professional development methodologies (p. 19-20). The project director holds a Master's of Education in performance studies and has served as project manager for a recent Arts-in-Education Model Development and Dissemination grant (p. 20).

(c) The applicant clearly demonstrates that the qualifications training and experience of project consultants or subcontractors are adequate for the success of the program. For example, the external evaluator has over 20 years of experience in evaluation, program development and reform efforts through summative and formative evaluation and collaborative consultation with program planners. The external evaluator also has a Ph. D. in Psychology (p. 21).

Weaknesses:

No weaknesses 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 management plan is clearly adequate to achieve the proposed project on time and within budget. The management plan includes clearly defined responsibilities of all personnel. For example, the overall management of the project will be undertaken by the project management team that will meet quarterly to review project timelines and milestones, monitor the budget, clarify project staff responsibilities, and modify project activities as needed (p. 21-22). Other responsibilities are listed in the timeline (p. 22-26). For example, the lead art teachers and project teachers will be responsible for implementing integration of standards-based arts instruction to enhance reading (p. 25). The management plan includes a detailed timeline as well as relevant milestones for accomplishing project tasks (p. 22-26).

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 methods of evaluation will effectively use objective performance measures related to the intended outcomes that will produce quantitative and qualitative data. For example, members of the evaluation team will create a computer based evaluation management system that will enable project staff to accurately track teacher and student outcomes (p. 27). Quantitative performance measures include a series of pre-post survey assessments, valid and reliable classroom observation protocols, videos of teacher and student practices and self-assessment feedback questionnaires (p. 28). Qualitative measures will also include a content analysis of documents such as instructional curricula and classroom videotapes, meeting agendas and minutes and case studies of schools (p. 29). Data from a project teacher survey will be collected each spring from treatment and control staff on attitudes toward arts and content knowledge and skills in the arts (p. 31)

(b) The methods of evaluation will effectively provide performance feedback that will permit periodic assessment of progress toward of achieving intended outcomes. For example, the proposed project will use focus groups, structured and unstructured interviews, staff reviews of evaluation and monthly meetings to review all of the data to determine how efficiently the project is being managed (p. 35). Information will be used to determine which benchmarks and milestones have been met. The project director will meet with the staff to discuss evaluation results and determine what modifications should be made to improve the proposed project (p. 35-36).

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:

This proposal meets competitive preference priority one by providing a project that is designed to enable more data-based decision making by developing internal evaluation capacity so that schools, teachers, and project staff can collect, analyze and use high quality and timely data (p. 3). For example, data will be analyzed in quarterly meetings by committees (p. 4). Data will be used by teachers to reflect on student learning and make changes in their teaching (p. 4).

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:

This proposal supports programs for which there is strong or moderate evidence of effectiveness. For example, the project's theory of change, based on 2007 research, focuses on the participation in professional development will positively impact teachers' attitudes, beliefs, content knowledge and instructional self-efficacy (p. 4). Strong and moderate evidence for the program design is provided by a major systematic and comprehensive review of research. The review identified five experimental and four quasi-experimental studies. The review concluded that sustained and intensive professional development was related to student achievement gains in the areas of literacy, science and mathematics (p. 5).

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: 08/04/2011 03:30 PM

Status: Submitted

Last Updated: 08/04/2011 04:21 PM

Technical Review Coversheet

Applicant: Chicago Public Schools, District #299 -- Teaching and Learning Arts Education (U351C110047)

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	8
Quality of the Project Design		
1. Project Design	10	8
Quality of Project Services		
1. Project Services	20	20
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	96
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	116

Technical Review Form

Panel #6 - Panel - 6: 84.351C

Reader #2: *****

Applicant: Chicago Public Schools, District #299 -- Teaching and Learning Arts Education
(U351C110047)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

The proposed project is derived from interest expressed by teachers in arts based professional development.

The project has been structured to increase capacity among a host of school personnel including students, teachers, arts specialists, literacy specialists, Chief Area Officers, school principals and other district leadership. Focusing all of these professionals on a single issue may cause new thinking and solutions.

The explanation of the Arts Integration Learning Spiral is helpful in providing an overview of the structure that will be used to deliver professional development.

Weaknesses:

There seem to be three structural problems presented in the proposal that need to be resolved: the current focus of the district is on standardized testing, the district allows limited contact time for arts instruction, and there are too few arts educators assigned to teach large numbers of students. Traditional staff development programs would be challenged to remedy any of these issues.

The proposed evaluation of the project is very strong. It is comprehensive and it seems likely that it will capture essential data to evaluate the success of the 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:

(p.8) Substantial evidence is provided as to the teacher desire for discipline based professional development that focuses on curriculum development and arts integration.

(p.9) Evidence is provided that documents the academic need of the target student population and the economic and social challenges that must be overcome.

(p.10) There seems to be an adequate dissemination plan in place in the proposal.

Weaknesses:

(p.9) Apparently there is an existing Guide for arts instruction but there has been no training for the teachers in how to make effective use of it. One of the proposed ways to build local capacity is "7) &..best practice guides.." It is unclear from the proposal how the training will be completed in the use of these guides.

Reader's Score: 8

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:

(p.11) There is a well-written comprehensive purpose statement provided that is designed to guide the project.

(p.12) The identification of treatment and control groups would indicate that this project is going to provide an experimental model of investigation and results.

Weaknesses:

(p.11) It is not clear how the Chief Area Officers, school principals, and other district leadership will increase their capacity to support arts achievement.

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:

(p.13) A thorough description of the various strategies to be used to ensure equal treatment for all students is provided.

(p.14) A strong well-documented case is made as to the quality of the proposed staff development.

(p.16) There seems to be enough time dedicated to the professional development activities for the project to provide confidence of enough duration for the project.

Weaknesses:

No weaknesses.

Reader's Score: 20

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:

(p.18) There is a plan in place that 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.

(p.19) The key personnel seem to have the requisite training and experience to implement the proposed project.

(p.21) The identified consultants seem to have the requisite training and experience to implement the proposed project.

Weaknesses:

No weaknesses.

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:

(p.22) It is noteworthy that a randomized stratified sampling process will be used to select participating schools.

Weaknesses:

No weaknesses.

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:

(p.26) There is a thorough process of evaluation provided. It would seem to capture qualitative and quantitative data required to evaluate the impact of the treatment on teachers and students.

(p.26) The three evaluation goals are well stated and would provide guidance to the entire evaluation process. The results could be very useful and the program seeks to be replicated and disseminated.

Weaknesses:

No weaknesses.

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:

There is evidence of a plan 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.

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:

There is at least one well-designed and well-implemented (as defined in this notice) experimental or quasi-experimental study (as defined in this notice) supporting the effectiveness of the practice, strategy, or program, with small sample sizes or other conditions of implementation or analysis that limit generalizability.

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 04:21 PM

Status: Submitted

Last Updated: 08/04/2011 04:07 PM

Technical Review Coversheet

Applicant: Chicago Public Schools, District #299 -- Teaching and Learning Arts Education (U351C110047)

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	20
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	98
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	118

Technical Review Form

Panel #6 - Panel - 6: 84.351C

Reader #3: *****

Applicant: Chicago Public Schools, District #299 -- Teaching and Learning Arts Education
(U351C110047)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

This project appears to have been well-planned and there has been great care taken to answer the questions completely.

Weaknesses:

There is no clear plan for how this project will change Chief Area Officers, school principals, and other district leadership will increase their capacity (p 11). It states it will change, but not how it will be approached or accomplished.

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:

There is a good description of the need. There are sufficient strategies suggested to address the need. The project proposes a) publication of a tool box, b) resource binder, c) publication of case studies and best practices, d) publication of evaluation results, e) video and photographic documentation, and f) teacher papers and presentations (p 10). Dissemination is proposed at local, state, and national venues (p 10, last paragraph).

Weaknesses:

no weaknesses

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 constituencies impacted by CREATES are designated (p 11). There is a clear explanation of how professional development will be implemented in the summer institute and further reinforced throughout the year (p 12-13). Web technology is also planned to be implemented for capacity building (p 13).

Weaknesses:

There is no clear plan for how this project will change Chief Area Officers, school principals, and other district leadership will increase their capacity (p 11). It states it will change, but not how it will be approached or accomplished.

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:

Equal opportunity is discussed for both students and teacher, including employment practices (p 13-14). There is a research base provided addressing the proposed professional development strategies (p 14-15). Research is provided addressing how the project will lead to improvements in student achievement with respect to state and national standards (p 17-18).

Weaknesses:

no weaknesses

Reader's Score: 20

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:

There is a well-defined equal opportunity plan (p 19). There are specific plans for assuring hiring is consistent with EEO and Affirmative Action policies (p 19). The project personnel and proposed personnel have/will have the appropriate qualifications/training (p 19-21 and attached resumes/job descriptions). The project consultants possess relevant training and experience.

Weaknesses:

no weaknesses

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 roles of the project personnel are defined (p 21-22). The timeline and milestones cover all portions of the proposed objectives (p 22-26). The timeline for accomplishing project tasks is reasonable (p 22-26).

Weaknesses:

no weaknesses

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:

The proposed evaluation plan displays the collection and analysis of data, both qualitative (p 29) and quantitative (p 28). There appears to be early involvement on the part of the evaluation team. Performance feedback will be provided monthly addressing formative and summative outcomes (p 35). The management team will be provided with both formative and summative reports quarterly (p 35).

Weaknesses:

no weaknesses

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:

There is a proposed data set to be collected that meets the project objectives. As such, the proposed meeting schedule should provide the necessary opportunities for reflection on practice and policy revision.

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:

There is strong evidence provided through research findings in support of this project. This meets the necessary criteria for this preference priority.

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 04:07 PM

