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

Technical Review Coversheet

Applicant: National School District (U351C110055)
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	8
Quality of the Project Design		
1. Project Design	10	5
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	17
Quality of the Project Evaluation		
1. Project Evaluation	30	26
Sub Total	100	86
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	8
Sub Total	20	18
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	0
Sub Total	0	0
Total	120	104

Technical Review Form

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

Applicant: National School District (U351C110055)

Questions

Summary Comments - Summary Comments

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

   Strengths:

   The proposed project identifies target school with documented need for the project and the possibility of building capacity in these sites. p.1,2 The evaluation plan provides for the use of multiple, appropriate measures to assess the impacts resulting from the project. p.24,25

   Weaknesses:

   Evidence of impacts of the model used in other similar sites is needed to strengthen the proposal. p.6 All outcomes should be stated in measurable terms to strengthen the proposal. Further, a plan to employ those from underrepresented groups should be presented. p.16

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 project targets schools where there is a large ELL student group. The focus is on the language arts. From this area other content areas will be added to the project. p.1 The data presented regarding the impacts achieved by the model include 95% of teachers stating that CoTA sharpened student critical thinking and that 98% of teachers reported improved student team work. p.14 It is noted that 100% of the students are on the Free Lunch Program. P.1-4

   b. The dissemination plans provides for the use of website with 50 lessons created by teachers and outcomes shared at conferences and in presentations. p.5 The focus is on teachers creating g their own lessons. The project will work with the National Staff Development Council and provide information to all stakeholders.

   Weaknesses:

   a. Data regarding the academic impacts of the project is not reported. Data is also lacking regarding the diversity of the target groups. p.1-4

   b. None noted.

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:

   The project is likely to build capacity. The design is outcomes based. For example it is stated that at least 8-0% of teachers will receive sustained training and at least 1600 students will receive instruction. Each teacher will conduct 2 case studies per year. p.6

   Weaknesses:

   Some outcomes are not stated in measurable terms. For example it is stated that the project will report an increase in engagement of students. No level of attainment is stated for the increase. p.7

Reader's Score: 5

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 school district will provide the program to ELL classes using Spanish and will translate the program for parents. p. 10 The program is in 2 title I schools where 100% of the students are eligible for the free/reduced lunch program.

   b. The training provided is intensive with one hour weekly for 10 weeks and assessment done quarterly. Artists work individually with teachers with a 2 hour workshop each quarter. p.1w2

   c. The improvements expected are based on the enactment of the model in prior projects. It is noted that 100% of teachers reported increased participation of ELL students and 97% observed intensified engagement in school work for all students. p.13 The evaluation is to be conducted by the U of California, San Diego and the project will be coordinated with its theater and arts program.

   Weaknesses:

   None 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 proposal states that 48% of all teachers are Latino in the target schools compared to 16% countrywide. p.15 Staff will be trained in the policies of the district to outreach to underserved groups for interviewing for jobs. p.16

   b. The qualifications and experience of key staff are strong for example, it is noted that the Director and co-Director have experience as Principals, one with 14 years experience in the district leading English Language ARts program, The other is an education innovator and has a MBS in education leadership.p.16

   c. The contractors are able with experience noted. For example, Sally yard is a professor ARt History and has participated in the district arts program. p.17

   Weaknesses:

   a. 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 management plan provides for the project team to meet quarterly. The leadership team is identified and the responsibilities of the Director are listed and appropriate for this role. p.18 For example, the Director schedules the teaching artists. A table is provided which lists project activities and the person responsible for task completion and the date for completion. p.18 The feedback loop is described with teachers receiving quarterly reports regarding project progress. p.19

   The budget narrative provides a description of costs reasonable for a project of this scope. For example, it is noted that that in year 1 the computer technology costs are $11,542, the travel costs in year 1 are $1540 and conference expenses are listed at a cost of $2250.

   Weaknesses:

   The chart provided for project management is limited. Not all key activities are lists in the chart for project completion. For example, specific segments of the training to be provided are not listed in specific segments. p.18

Reader's Score: 17

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. Formative evaluation is planned. Teacher feedback will be secured and artists will be writing a narrative of the 10 week collaboration. A video camera will be used to document events and the National Standards for Arts Education will be used to design and deliver all program training. p.20 The qualitative data to be collected includes teacher journals, interviews with staff and examination of all documented aspects of the project. p.21 The quantitative data includes comparison of project schools with other schools on critical variables, use of reading and math standardized test data for student achievement. The key questions to be addressed by the evaluation are identified and strong. p.23

   b. The periodic assessment is planned with quarterly reporting and the leadership team reviewing data provided. They will make recommendations concerning changed needed in implementation. p.25

   Weaknesses:

   a. The titles of the specific standardized tests to be used to track student achievement gains should be identified. p.23

   b. Further, the year of the baseline data collection should be identified. Performance objectives are not stated. p.25

Reader's Score: 26

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:

   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:

Weaknesses:

Reader's Score: 8

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.

   Yes

Reader's Score: 0

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Status: Submitted
Last Updated: 08/05/2011 10:26 AM

Technical Review Coversheet

Applicant: National School District (U351C110055)

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	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	17
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	97
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	117

Technical Review Form

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

Applicant: National School District (U351C110055)

Questions

Summary Comments - Summary Comments

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

   Strengths:

   The applicant's proposal is thoroughly written, providing clear and specific details on all areas of the project's design and implementation.
   The applicant demonstrates a great deal of knowledge on its proposed approach and has designed a project/program plan to address all areas it has identified as needing improvement.
   The applicant's cited research and project approach on the use of multiple intelligences educational strategies for improving achievement in underrepresented student populations.

   Weaknesses:

   The applicant's only weakness is that its Management Plan was not written as strongly as all other areas of 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:

   The applicant strongly demonstrates the capacity to provide and improve services that will address the needs of the stated target population through its Multiple Intelligence and Arts Integration Professional Development approaches instructors and classroom applications. (pg. e0 - e4)
   The applicant provides a detailed dissemination approach, including an online teacher resource center/virtual community for teachers to continue access artist coaching and create a peer community. (pg. e4)

   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 applicant's stated proposed objectives and outcomes for teachers and students indicates its approach is designed to build capacity and yield results that will encourage continuation beyond the grant period (pg. e5-e7)
   The applicant's cited research study of its previous approach, demonstrating achievement, indicates the plausibility of continued success with its program model. (pg. e7 -e8)

   Weaknesses:

   No Weaknesses

   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:

   The applicant outlines a succinct approach demonstrating sufficient quality, intensity and duration to assist with improvement in its participants practice. (pg. e8- e12).
   The applicant cites the printing of materials in English and Spanish as an example of its strategy for ensuring equal access for eligible project participants. (pg. e9)
   The applicant provides research evidence on its documented achievements for the proposed project during the period of 2007-2009. (pg. 313)

   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:

All key personnel of the project's staff, consultants and subcontractors are highly qualified to administer and achieve the project's stated objectives and goals. (pg. e15-e16)
The applicant conducts staff training on non-discrimination and recruitment as component of its Employment of Underrepresented Groups policy. (pg. e15).

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 applicant provides an overview of the project's timelines, roles and responsibilities as an indication of the Management Plan. (pg. e17)
The applicant provides a summary/ overview of the role of each member of the personnel. (pg. e 16-e17)

Weaknesses:

The applicant provides a summary/overview of the Management Plan but fails to provide specific timeframes for the completion of the project's tasks. (pg. e16-e17)

Reader's Score: 17

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's Evaluation approach is very comprehensive and uses extensive qualitative and quantitative data analysis. (pg. e19-e20)
The quantitative evaluative approach is utilized to access teachers, school/student outcomes (e20-e21)
The applicant's Project Evaluation utilizes results to identify modifications to the program design and implementation that could strengthen the impact of the project model. (pg. e24)

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:

   The applicant outlines a very comprehensive approach detailing the establishment of a Data Warehouse to compile and report data at multiple levels (District, School, Grade, Classroom and Individual Student) (pg. e13)

   The applicant's indicated feedback component allows for the timely dissemination of benchmark tests and to inform the project of gaps to be addressed (pg.e14)

   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 applicant's impact effectiveness has been previously evaluated and documented (pg. e7)

   The applicant's results have been presented at conferences, published in articles and are set to be published in a forthcoming book. (pg. e8)

   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.

   Yes

Reader's Score: 0

Status: Submitted
Last Updated: 08/05/2011 03:59 PM

Technical Review Coversheet

Applicant: National School District (U351C110055)
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	9
Quality of the Project Design		
1. Project Design	10	7
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	29
Sub Total	100	95
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	8
Sub Total	20	18
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 #4 - Panel - 4: 84.351C

Reader #3: ＊＊＊＊＊＊＊＊＊＊

Applicant: National School District (U351C110055)

Questions

Summary Comments - Summary Comments

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

   Strengths:

   The applicant provides clear evidence to support a proposed project based on strong Quality of Project Services, Quality of Project Personnel, Quality of Management Plan and Quality of Project Evaluation. For example, under Quality of Project Personnel, the applicant already employs individuals of underrepresented groups primarily from people of color and national, such as 48% of teachers are of Latino background. In addition, under Quality of Project Services, there is duration of each training session that is adequate to the needs of the teachers, and availability of trainers and supervisors to schedule training in a timely manner. Total professional development training hours reach above 40 hours. This meets the sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

   Weaknesses:

   The applicant does not provide clear evidence to support a proposed project based on the Significance and Quality of Project Design. For example, there is a lack of detail in the dissemination practices of the proposed project in order to be considered successful in allowing others to use the information and results. No clear information is being provided on how information would be disseminated on the proposed school sites.

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)   Collaborations with teachers, school district and potential partners in education exist that suggest that the applicant plans to expand existing services. It is likely that the applicant will build local capacity to improved services in the National School District by implementing a model between National School District and Collaborations of Teachers and Artists (COTA). This model would promote the development of the arts through the implementation of current teaching curriculums, while serving over 45 teachers and 1,080 students per year. (Pages 0-4)

   The applicant proposes the strategy of creating an online teacher resources center/virtual community for teachers to have continued access to artist coaching, practices, lesson plans, and monthly newsletters. (Page 4)

Weaknesses:

The is a lack of detail in the dissemination practices of the proposed project in order to considered successful in allowing others to use the information and results. No clear information is being provided on how information would be disseminated on the proposed school sites. (Pages 0-4)

Reader's Score: 9

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 gives particular attention about to how the current proposed professional development model has and would have a significant impact on teacher's competences and on the academic improvement of the target students. The impact of the proposed project seems to have a positive impact on the selected groups during and after the period of financial assistance. (Pages 6-8)

   Weaknesses:

   The applicant does not describe how and what plans are in place to secure partners for the proposed project. For example, it is not clearly described how building partnerships with selected art and educational organizations would promote their will to continue their services and to have a positive effect on the targeted audience and yield results beyond the period of financial assistance (Pages 6-8)

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)   Sufficient information exists in the proposed project to suggest that the applicant plans to ensure equal access and treatment to underrepresented groups. For example, by implementing translation services for printed materials, such as programming notices, meetings, and direct contact with students and parents, the applicant is promoting an environment of equal access and treatment to program participants. (Pages 8-10)

   The proposed project includes a plan that is likely to be sustained by intensive professional development training sessions for a period of three years that leads improvements in the achievement of students as measured against rigorous academic standards. The duration of each training session is adequate to the needs of the teachers, and availability of trainers and supervisors to schedule training in a timely manner. Total professional development training hours reach above 40 hours. This meets the sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services (Pages 10-13). An increase of 10% or more, in student achievement is likely to be possible

through the collaboration of services such as, the professional development of teachers, the training of selected personnel and education of project participants in art content areas.

Weaknesses:

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:

    The applicant employs largely individuals of underrepresented groups primarily from people of color and national origin (Pages 16, and GEPA Assurance). For example, the National School District currently employs 48% of Latino teachers and ensures equal access to employment. (Pages 16-17, GEPA).

    The experience of key project is relevant to the development and implementation of the scope of the proposed project. Key project staffs are current employees of the National School District Collaborations between Teachers and Artists model, and have adequate qualifications. (Pages 16, Appendix D)

    The experience of contractors is relevant to the development and implementation of the scope of the proposed project. Key project staffs are current board members and associates of the National School District Collaborations between Teachers and Artists model, and have adequate qualifications. (Pages 16-17)

    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 proposed management plan supports attainable objectives traced over time on a quarterly basis. Alignment of staff responsibilities are based on activities to be performed on a quarterly basis (Page 18). The applicant provides enough information on how the responsibilities of project staffs are assigned based on the activities of the proposed project. The applicant provides clear information on how the objectives of the proposed plan are aligned with the proposed budget.

(Pages 17-18)

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:

   a)   Methods of evaluation include, a quasi-experiment, an Analysis of Covariance, pre- and post-teacher evaluations, formal surveys and interviews are performance measure methods capable of producing the intended quantitative and qualitative data to the extent possible. (Pages 20-25)

   b)   The proposed methods of evaluation are designed to measure the professional development of teachers and progress toward benchmarks, such as knowledge of academic standards overtime the 3-year period. This design permits a quarterly and an annually performance feedback and evaluations of progress toward achieving intended objective and outcomes. (Pages 20-25)

   Weaknesses:

   The applicant provides limited information on how the academic achievement of students would be accounted for as qualitative or quantitative data to be measured. It is unclear if the proposed methods of evaluation would permit a formal evaluation of gains in student academic achievement. (Pages 20-25)

Reader's Score: 29

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 proposed project is likely to adhere to strong data collection mechanisms and methods of evaluation of timely data. The applicant plans to hire an external evaluator to ensure accurate data collection and analysis of benchmarks that will lead to increasing student achievement and integration of the arts in the classroom.

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:

   There is medium evidence for which the proposed project is considered to be effective and lead to successful achievement of planned objectives, benchmarks and activities.

   Weaknesses:

   The evidence presented by the applicant about the studies conducted on the proposed project do not seem to have matured over an extended period of time and the results are limited to a certain school district.

Reader's Score: 8

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.

   Yes

Reader's Score: 0

Status: Submitted

Last Updated: 08/11/2011 03:26 PM