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

Technical Review Coversheet

Applicant: NYC Department of Education, District 25 -- Department 25 CFN 204 (U351C110029)

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	8
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

Reader #1:   **********
Applicant: NYC Department of Education, District 25 -- Department 25 CFN 204 (U351C110029)

Questions

Summary Comments - Summary Comments

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

   Strengths:

   This is a strong proposal that addresses all of the components of the PDAE program. The project will use innovative, research-based methodologies to integrate standards-based arts instruction with core academic content to help ELLs in grades 4 and 5 achieve local and national standards in the arts and English Language Arts (ELA). Through 50 hours of professional development annually, the program will build the capacity of 108 arts educators, classroom and ESL teachers to collaborate across disciplines to build interdisciplinary units of study addressing NYC Blueprints in the Arts and Common Core standards in ELA.

   Weaknesses:

   There are minor weaknesses where the applicant fails to meet the criteria. For example, The applicant does not present a comprehensive plan that demonstrates how they will advertise, recruit or select for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

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 a plan to successfully expand and support the current program. For example, the project teachers will receive 50 hours of annual professional development that will yield results that support ELL students, construct and teach lessons with clear language objectives and will collaborate across disciplines to build interdisciplinary units of study that address Common Core standards. The target population is on average 87.5% Title I eligible and 24% are ELL (p. 3).

   (b) The applicant clearly demonstrates that the proposed project will be disseminated in ways that will effectively enable others to use the information. The applicant will strengthen dissemination by
   building teacher, artist and staff capacity to document student learning through both videotaped
   and written records, and to share this information broadly (p. 5). For example, activities will include posting project documentation, formative assessment materials, and units of study on the project website (p.5).

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, by providing three full day workshops, small group meetings and classroom-based collaboration with teaching artists, the proposed program will provide 108 art educators, ESL and classroom teachers with an understanding of the arts in the learning language development of ELL's and the capacity to incorporate them into their classrooms (p.6).

    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, the proposed project will provide an ESL teacher during the day to teach collaboratively with classroom teachers or to pull students out to work with them in small groups (p. 9).

    (b) The training and professional development services to be provided by the applicant are of sufficient quality to lead to improvements. The program will connect and build the capacity of 108 arts educators, classroom and ESL teachers to help ELLs in grades 4 and 5 achieve local and national standards in the arts and English Language Arts (ELA). For example, the program will provide participating teachers with 50 hours of professional development annually to help them address learning needs (pgs. 9-11).

    (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. For example, the proposed project builds on research-based educational practices and is aligned with local and national arts and ELA standards (p. 12).

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 states that it does not discriminate (p. 14).

    (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, one of the ESL Network Support Specialists has worked with ESL students for 20 years (p. 14) and holds a Master of Science in Education (att).

    (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 director of professional development holds a Master of Education (att) and has worked on the development of formative assessment for the past three years (p. 15).

    Weaknesses:

    (a) The applicant does not present a comprehensive plan that demonstrates how they will advertise, recruit or select 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) 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 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 program managers will facilitate all school-

based professional development activities (p. 17). The management plan includes a detailed timeline as well as relevant milestones for accomplishing project tasks (att 4.). Milestones and objectives are provided for each funding year.

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, data sources will include state student scores, teacher surveys to assess knowledge and competence using arts based strategies, and teacher surveys to assess progress toward using language objectives, interviews with personnel, observations and assessment of student work in the arts (p. 20-21)

    (b) The methods of evaluation will effectively provide performance feedback that will permit periodic assessment of progress toward of achieving intended outcomes. For example, evaluators will observe professional development sessions three times per year. The evaluation report will include a description of objectives met and recommendations, as needed (p. 24). Members of the evaluation team will meet with teachers and artists to review specific site challenges (p. 24).

    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 analyze data to improve teaching practice and students' educational outcomes (p.2) For example, the program focuses on formative assessment

as a key strategy to enable more data-based decision making. The project will build assessment capacity in participants to improve teaching practice and students' educational outcomes in the arts and English Language Arts (ELA) in two ways: 1) embedding formative assessment in all lessons and units of study; and, 2) using video documentation as a means of ongoing formative assessment of student learning in both the arts and ELA.

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 using a quasi-experimental design (p. 2). The program will use innovative, research-based methodologies to integrate standards-based arts instruction with core academic content to help ELLs in grades 4 and 5 achieve local and national standards in the arts and English Language Arts (ELA) (p. 1). After 3 years of program participation, students scored 75.5% higher on state ELA tests than a matched comparison group from elementary schools with similar % of students that are ELL, Special Ed, Black/Hispanic and Title I eligible. In addition, Classroom Assessment of Learning and Teaching, a system developed for evaluation found that student achievement was stronger in seven variables: motivation; perseverance/task persistence; ability to focus; ownership of learning; spatial awareness; self-confidence; collaborative learning skills. (p. 2).

   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 03:28 PM

Technical Review Coversheet

Applicant: NYC Department of Education, District 25 -- Department 25 CFN 204 (U351C110029)

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	8
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

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

Applicant: NYC Department of Education, District 25 -- Department 25 CFN 204 (U351C110029)

Questions

Summary Comments - Summary Comments

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

    Strengths:

    This a well conceived, well written proposal that capitalizes on the success of previous work. The partnerships outlined in the proposal seem to be appropriate and provide a role for everyone to play in meeting the goals set forth.

    This project seeks to work with a diverse group of educators to assist ELL students improve their ELA achievement by using arts integration. The design and plan seem likely to produce the desired results of the program.

    The evaluation is well designed and should produce the necessary data to determine the relative success of the project.

    Weaknesses:

    No overall weaknesses were found in this 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:

    (p.3) There is ample evidence of free and reduced lunch numbers to make the case that students in this population are drawn from economically disadvantaged communities.

    (p.4) The current project seems to leverage successes in other projects to the new work.

    (p.3) The school district has partnered with an established local arts organization with experience in delivering arts based staff development.

    (p.5) There seems to be an adequate plan in place to share materials and practices derived from the project to other teachers and administrators.

    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:

   (p.6) There is a stated intent to make use of formative and summative evaluation to inform and improve the instructional process of the participating teachers.

   (p.6) It is noteworthy that the project will use both intensive out of school workshops as well as smaller school based training and classroom-based collaborations to prepare the teachers for the work of the project.

   (p.6) Having a staff person assigned to facilitate and document the work in the school should free the teachers to focus on the work of the project.

   (p.7) There seems to be an adequate plan in place to share materials and practices derived from the project to other teachers and administrators.

   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:

   (p.9) There is a plan in place to make sure that the ELL teachers, the ELA teachers and the arts specialists actually get some time to work together to provide a unified sense of instruction for the students.

   (p.9) The work of the project will take place over a significant portion of the school year and will involve both in-class and out-of-class activities for the participating teachers.

   (p.10-11) For each goal of the project there is ample information provided as to how the goal will be met and measured leading to the likelihood that the goals would be met.

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.14) Personnel are in place with experience in managing a project of this scope and in working with the teachers and arts organizations.

   (p.15) The identified consultants seem to have the requisite training and experience to implement the proposed project.

   Weaknesses:

   There is no plan provided 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.

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:

   (Attachment 4) The first chart in the attachment provides adequate evidence of planning to insure that the timelines and milestones are in place to accomplish the project tasks.

   (Attachment 4) The second chart (Logic Model) provides insight into the individuals responsible for delivery of professional development for the project.

   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.19) The project makes use of an experimental design to provide confidence in the relationship between instruction and outcomes.

   (p. 20) The project will make use of existing measures to assess student ELA performance and their achievement in the arts.

   (p.21) The project will use a broad-based well-documented system to collect quantitative and qualitative data.

   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 provided that the project will collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements, 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:

This project is supported by strong or moderate evidence of effectiveness. More than one well-designed and well-implemented experimental study or well-designed and well-implemented quasi-experimental study that supports the effectiveness of the proposed professional development is provided.

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 03:42 PM

Technical Review Coversheet

Applicant: NYC Department of Education, District 25 -- Department 25 CFN 204 (U351C110029)

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	10
Quality of Project Services			
1. Project Services		20	20
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	98
Priority Questions			
Competitive Preference Priorities			
Enabling More Data-Based Decision-Making			
1. Decision-Making		10	8
Strong or Moderate Evidence of Effectiveness			
1. Evidence of Effectiveness		10	10
	Sub Total	20	18
Invitational Priority			
Improving Achievement and H.S. Graduation Rates			
1. Graduation Rates		0	0
	Sub Total	0	0
	Total	120	116

Technical Review Form

Reader #3: 　　**********

Applicant:　　NYC Department of Education, District 25 -- Department 25 CFN 204 (U351C110029)

Questions

Summary Comments - Summary Comments

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

   Strengths:

   This project proposal appears well-planned. The personnel involved with the project appear to have a wealth of knowledge about the subject material and how to carry out the proposed project. The implementation of an experimental design displays a strong commitment on the part of the project personnel.

   Weaknesses:

   One suggestion, consider increasing the budget annually. For example, increasing each year by a 3% COLA (Cost of Living Allowance) is reasonable.

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 research basis discussed provides a high likelihood of the project's ability to build capacity to provide, improve, and expand services (p 4). The videotaped and written records provide a valuable method for disseminating the information/results (p 5). Partnering with "Making Learning Visible" increases the quality of dissemination planning (p 5).

   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:

Using multiple types of professional development increases the likelihood of successful sustainability beyond the grant period (p 6). The participants are exposed to the content, develop their own cohorts, and are then encouraged to be reflective throughout the process (p 7). Additionally, through the use of video documentation a new resource is created with can be accessed for future training (p 7-8).

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 strategy of allowing OST meetings and workshops is a good way to involve all the different constituencies (arts specialists, ESL, and classroom teachers) in content and pedagogical discussions (p 9). Through the varied professional development activities, participants are engaged at multiple contact points (p 9). This helps tremendously with reinforcement of concepts taught. Using the existing research base and building upon previous grant projects really strengthens the chances for success. This section is well written (p 12-13).

   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:

   The project personnel possess good experience working with both previous grant projects and the proposed subject area material (p 14-16 and attached resumes). The partnership with Arts Connection supports standards-based arts instruction (p 15). Their work reinforces the potential for quality data-driven decision making.

Weaknesses:

While the project personnel appears to be set. Outside of the GEPA statement there is not a clear process for addressing these issues should project personnel change.

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:

   Having pre-established meeting schedules helps to ensure quality project management (p 17). Scheduling regular meetings with collaborative partners is also very helpful (p 18). The questions, "What constitutes evidence of student learning in the arts" and "How do we capture a process of teaching and learning on video" show good forethought about the goals and process (p 19).

   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:

   Using an experimental design should provide strong data (p 19). The baseline data proposed align with the project goals (p 19). The implementation of formative assessment along with regular meetings should allow for an accurate picture of project progress (p 23). It also allows for accommodations or adjustments if needed.

   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 use of formative assessment in gathering data is a great way to improve instructional practices. Also, video documentation is a good tool if used properly.

Weaknesses:

On page 2 it states the evaluation team will produce and share periodic charts. Establishing a specific timeline such as quarterly, bi-weekly, semi-annually, etc. would strengthen this.

Reader's Score: 8

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 prior data through the DELLTA program appears to provide a strong base for this project. These results in conjunction with the CALT system give a point of direction for this project. Further comparing these results with other research (Krashen) strengthens credibility.

   ### 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: 08/08/2011 12:04 PM