

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

Status: Submitted

Last Updated: 08/08/2011 11:13 AM

Technical Review Coversheet

Applicant: West Contra Costa Unified School District -- Educational Services K-12 School Operations
(U351C110086)

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	28
Sub Total	100	96
Priority Questions		
Competitive Preference Priorities		
Enabling More Data-Based Decision-Making		
1. Decision-Making	10	9
Strong or Moderate Evidence of Effectiveness		
1. Evidence of Effectiveness	10	9
Sub Total	20	18
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	0
Sub Total	0	0
Total	120	114

Technical Review Form

Panel #6 - Panel - 6: 84.351C

Reader #1: *****

Applicant: West Contra Costa Unified School District -- Educational Services K-12 School Operations (U351C110086)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

This proposal is strong. It is an inner city public school project for the integration of arts in the core curricular areas of Language Arts and Math. The program goals are: 1) Increase the capacity, skill, confidence and leadership of fourth-through sixth-grade teachers to integrate arts with other core subject areas, namely the Open Court Language Arts and Everyday Math standards-based programs; 2) Develop and implement curriculum that meets rigorous academic standards and positively impacts academic achievement and youth development; 3) Train artists and experienced teachers to mentor and support newer participants; 4) Foster a learning community of educators among Learning Without Borders teachers, both at each new participating school and across the district, so that they can collaborate to improve curriculum and teaching practice.

Weaknesses:

The weaknesses for this program are that it does not adequately address a comprehensive plan 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; and that the program does not have a periodic time schedule for evaluation, only a year-end review.

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 improve and expand the current Language Arts Program to add a focus on math (p. e0) and to integrate arts. The proposed project will offer 44 hours of professional development to 62 additional teachers (p. e0). The project will target five schools, all Title I schools that fall below state and county averages for academic achievement to benefit over 950 new students in grades 4-6. (p. e1)

(b) The proposed project will be effectively disseminated by maintaining an extensive database of lesson plans and student portfolios that will be published on the internet. The Online site is in the process of providing resources which will become available on a local, state and national level (p. e3). The applicant will examine the program's pros and cons in the program implementation, with particular consideration given to the necessary changes that need made to this program in order to become a state, and eventually, a national model.

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's goals and objectives are clearly designed to build capacity and yield results beyond the period of federal funding. The project is created to increase teachers' capacity for creating and implementing a standards-based, integrated arts curriculum that is culturally relevant to urban students' lives and experiences. For example, the proposed project is focused on interactions between mentors and protégé teachers. This peer coaching approach increases classroom applications and effective implementation of standards-based curriculum and a more cohesive school community (p. e6-e7).

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, to assure that language barriers are bridged the applicant will maintain open communication with the district's bilingual programs (p. e8). Program materials and information will be provided to families in their native language (p. e9).

(b) The training and professional development services to be provided by the applicant are of sufficient quality to lead to improvements. For example, the proposed project will attend a total of 44 hours of professional development each year. The curriculum has been refined through years of evaluation feedback and is geared towards implementing arts activities aligned with state standards in math and language arts. Teachers will learn about two components of arts in education: Arts education in which the arts are treated as a separate discipline; and Arts integration in which arts-related concepts and activities are infused with academic areas (p. e9).

(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 is

designed to improve students' academic achievement by linking curricular goals, objectives and activities to state standards (p. e11).

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 they have a diverse community of employees.
- (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 managing director has a B.S in accounting and finance and over 20 years of supervisory and leadership experience in accounting and auditing for clients (p. e14).
- (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 co-facilitator of the program holds a PhD in theater (p. e15).

Weaknesses:

- (a) The applicant does not present a comprehensive plan 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. For example, they do not demonstrate how they will advertise, recruit or select for employment purposes.
- (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, a steering committee will oversee implementation of the project and will include the associate superintendent, director of curriculum and instruction, the project director, the principals of the participating schools, and the lead teachers (p. e16). The project director will oversee day-to-day operations as well as oversee the budget (p. e16). A timeline with milestones is included (appendix f).

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 evaluative will effectively use objective performance measures related to the intended outcomes that will produce quantitative and qualitative data. For example, quantitative data to be collected will include student achievement, student attitudes toward school and learning, and weekly teacher implementation logs. The qualitative measures that will be collected are student and teacher surveys, principal interviews, and in-class observations and videos (p. e19).

(b) The methods of evaluation will effectively provide performance feedback that will permit periodic assessment of progress toward of achieving intended outcomes. For example, findings will be compiled and submitted to the project directors at the end of each project year.

Weaknesses:

(a) No weaknesses noted.

(b) The applicant does not adequately provide information as to how the results provided will warrant changes periodically (i.e., throughout the year). The plan does not include periodic assessment of progress toward achieving intended outcomes, only a yearly report on results.

Reader's Score: 28

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:

While the applicant does not address this priority, there is some evidence 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 (evaluation).

Weaknesses:

The applicant does not directly address this priority.

Reader's Score: 9

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:

While the applicant does not address this priority, there is evidence that the program is supported by the success of past programs. The program was developed over a 10-year period and implemented in eight culturally diverse, predominantly low-income elementary schools in the West Contra Costa Unified School District (WCCUSD) in California. Based on sustained implementation, thoroughly evaluated by a series of outside evaluators, including SRI International, Hi-Beam Consulting and ROCKMAN ET AL, Learning Without Borders has achieved significant impact on student academic achievement in English

Language Arts. The current project replicates the successful LWOB model at five new elementary schools in the WCCUSD and augments the Language Arts program with an additional focus on Math.

Weaknesses:

The applicant does not directly address this priority.

Reader's Score: 9

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 11:13 AM

Status: Submitted

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Technical Review Coversheet

Applicant: West Contra Costa Unified School District -- Educational Services K-12 School Operations
(U351C110086)

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

Panel #6 - Panel - 6: 84.351C

Reader #2: *****

Applicant: West Contra Costa Unified School District -- Educational Services K-12 School Operations (U351C110086)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

This is a well-written, logical proposal that focuses on both the professional development of teachers and the results for their students. It provides a varied approach to staff development that capitalizes on district personnel as well as community arts organizations and artists.

Given the critical level of needs of the target student population, the project is likely to improve academic performance in ELA and Math.

Weaknesses:

Since the current project seeks to expand an existing one, reporting past student results would have provided more strength to the proposal. Without the results, the reader is challenged to determine the success of the first project.

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.2) There is a thorough description of the economic, social and academic needs of the students.

(p.1) The fact that a pilot study has already been conducted that provided promising results gives confidence that the project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

(p.4) There is a plan to share the results of the project and seek feedback from other educators.

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.4) There is a clear logical connection between the stated goals and the specific objectives for the project.

(p.6) There are clear, concise, measurable descriptions of the proposed program outcomes.

(p.6) An experimental design will be used to determine the effect of the treatment on the teachers attending the professional development and their students.

(p.7) Beyond just developing new knowledge and skills in the participating teachers there is a plan provided to develop leadership and support at the building level to extend the impact of the project beyond the period of Federal financial assistance.

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) The chart provides significant evidence of the social and academic challenges faced by the students attending the five schools proposed for the project.

(p.9) This project goes beyond making services available and actually has a plan in place to work to identify and connect with families to provide services.

(p.10) The proposed 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.

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) The key personnel seem to have the appropriate experience and training to assure the success of the project.

(p.14) The project consultants seem to have the appropriate experience and training to assure the success of the project.

(p.15) The individuals representing the partner organizations seem to have the appropriate experience and training to assure the success of the 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:

(p.17) The management plan provides a satisfactory description of the responsibilities of individuals to monitor expenditures and deliver services.

(Appendix F) There is a detailed description of timelines and milestones provided for accomplishing project tasks.

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 experimental design for the project should produce meaningful results that can be generalized.

(p.21) The evaluation provides a strong case for the selection of treatment and control groups for the study.

(p.20) The measures that will be used to collect relevant data seem to be appropriate and should provide comprehensive results.

(p.24) The use of formative and summative evaluation for the project seems to be an effective method of obtaining the most important data when it is 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 project contains a plan to collect qualitative and quantitative data for analysis. The data will be used for formative as well as summative evaluation of the project. The project proposes to use an experimental design.

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 a plan in place to collect data to determine the effectiveness of the project through an experimental design. The citations provided are also drawn from sources that provide evidence of their effectiveness in working with teachers and students.

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 11:34 AM

Status: Submitted

Last Updated: 08/04/2011 11:43 AM

Technical Review Coversheet

Applicant: West Contra Costa Unified School District -- Educational Services K-12 School Operations
(U351C110086)

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	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: West Contra Costa Unified School District -- Educational Services K-12 School Operations (U351C110086)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

Through the combination of a well defined management and evaluation plan coupled with prior successful programming increases the likelihood of this being a strong model program.

Weaknesses:

The omission of an actual equal opportunity hiring plan is the most noticeable weakness.

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 proposed project builds upon a successful model (p 1). The research and citations provided support the proposed project (p1-3). The proposed dissemination plan includes a database of lesson plans and the publishing of materials to the internet (p 4). This strengthens the dissemination plan due to the broad base able to access the materials.

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:

There is a reasonable professional development implementation plan proposed (p 4-6). Professional development focuses on both teachers and teaching artists (p 6). The coaching process provides an ongoing method of professional development (p 7). This strengthens the likelihood of project success beyond the Federal financial period. There are

good citations provided in support of the proposed coaching model (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:

There is a plan for ensuring equal access articulated (p 9-10). Teachers will receive intensive training during summer workshops and ongoing support throughout the school year (p 10). The proposed project builds upon its annual successes through developing leadership amongst program participants (p 11). The proposed alignment of the new program with existing programs increases the likelihood of improvements in student achievement (p 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 qualifications of the proposed project personnel are appropriate. The qualifications of the proposed project consultants are appropriate (p 14-17 and attached resumes)

Weaknesses:

While the existing staff/faculty appear to be culturally representative, there is no discussion of hiring practices with respect to equal opportunity and affirmative action (p 14).

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:

Using a steering committee for oversight strengthens management accountability (p 17). There are clear roles and responsibilities defined for project personnel (p 17-19). The timeline and milestones proposed are well thought out and appropriate (Appendix F).

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 qualitative and quantitative data measures are in alignment with the intended program outcomes (p 19-20). The use of a treatment and control group should provide quality data to drive decision making (p 20-22). There is a clearly defined process for sharing results with the appropriate parties (p 24-25).

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 evaluation plan provided should produce quality data. Being able to use qualitative and quantitative data for both formative and summative assessment strengthens the proposed project.

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 proposed project meets the definition for providing strong evidence. The use of strong evidence increases the likelihood for success with this project.

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 11:43 AM