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

Technical Review Coversheet

Applicant: Putnam County School District (U411C190013)
Reader #1:   **********

		Points Possible	**Points Scored**
Questions			
Selection Criteria			
Significance			
1. Significance		25	25
Quality of Project Design			
1. Project Design		35	35
Adequacy of Resources/Quality of Management Plan			
1. Resources/Management Plan		20	20
	Sub Total	80	80
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority			
1. Absolute Priority 3		5	0
	Sub Total	5	0
	Total	85	80

Technical Review Form

Panel #1 - EIR Early Phase Tier 1 - 1: 84.411C

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

Applicant: Putnam County School District (U411C190013)

Questions

Selection Criteria - Significance

1. **The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:**

   (1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

   (2) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

   Strengths:

   1.   The proposed Rural Connect initiative will make a marked contribution to the knowledge and understanding of how teacher efficacy, motivation, and understanding of how to teach their content use effective literacy strategies impacts students' academic achievement. This initiative is significant because it addresses teacher development and efficacy needs of rural districts in Florida and across the nation where teacher shortages have reached epidemic proportions (2,3). The partnership among NEFEC, PAEC, and HEC will leverage available resources to implement, replicate, and scale up evidence-based practices to create a greater impact on teacher efficacy and improved student outcomes in rural LEAS across the state of Florida impacting up to 800 teachers who serve nearly 15,000 economically disadvantaged and academically low performing students (1,2). This is also significant because it demonstrates how educational consortiums can work collectively to leverage financial, human, and technological resources; thereby; having a greater impact on teachers and schools than they would individually. This innovative approach is a design that other states might consider beneficial.

   2.   The proposal contributes increased knowledge and understanding of educational issues related to teacher turn over (2), inadequately staffed schools and (3), limited access to high-quality, evidence-based literacy-embedded PL and instruction. This is area of need is highly documented through various research studies, and through published national, state, and local teacher demographic and student achievement data. Prior research conducted on the model showed positive gains in student achievement (1) that could be tied to teacher efficacy and motivation (p.1). The model's design is rooted in research-based practices related to organizational practices and PL with feedback (p.3, p.8).

   Weaknesses:
   None noted.

Reader's Score: 25

Selection Criteria - Quality of Project Design

1. **The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

   (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed

project are clearly specified and measurable.

(2) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

1.   The goals, objectives, outcomes and targets are clear, specific, and directly correlated to the program's activities. There are progressive, annual targets identified for each outcome (12-13). There is also a clear connection between the goals, objectives, and outcomes and the proposed conceptual framework. This demonstrates the potential for long term impact and sustainability.

2.   There is a strong conceptual framework undergirding this research study and the proposed activities. It is grounded in the theory of change and implementation science (14) both of which are critical to having teachers change their instructional practices and subsequently the results of student achievement (14). Specifically, the model outlines the expected impacts of the evaluation process and the potential replication of the model in other in other settings (p. 14).

3.   The feedback cycle for improvement was clear, concise and iterative. Built into the model is quarterly formative feedback to impact the models design and evaluation (15,22). Continued fidelity checks allow for content-specific challenges in need of adaptation along with collaborative problem-solving (15), and quarterly reports will allow project personnel to assess the quality of their work (pp. 14-15). Annual implementation and impact studies will be conducted in years 2-5 to provide an annual evidence of effectiveness (21).

Weaknesses:

None noted.

Reader's Score: 35

Selection Criteria - Adequacy of Resources/Quality of Management Plan

1. **The Secretary considers the adequacy of resources and the quality of the management plan for the proposed project. In determining the adequacy of resources and quality of the management plan for the proposed project, the Secretary considers the following factors:**

   (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.

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

   (3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

Strengths:

1.   The management plan is thorough, robust and detailed enough to achieve the goals and activities within the allotted time. As stated on p. 16, the NEFEC has over 20 years of experience developing and implementing large scale, multi-district and multi-year initiatives on time and within budget, including prior USDOE funded projects (p.16). Table 6 outlines ad very detailed approach for project implantation (16-18) which will support meeting project milestones. Table 7 along with accompanying resumes corroborates the depth and breadth of experience that key persons involved with the project possess (18-19, e69-e91) to support project oversight, monitoring, feedback, evaluation and reporting.

2.   With the wealth of experience of in literacy content, professional learning, grants management, project evaluation, instructional programs for high need students and families, WWC standards, and school leadership (18-19, 69-91), the personnel identified are more than capable of effectively managing plan implementation.

3.   Sustainability is sufficiently addressed through established partnerships with the Florida and the Islands Comprehensive Centers, Florida Diagnostic & Learning Resource Systems, North Florida Economic Development Partnership, the University of Florida, University of North Florida, local school districts and Battellle for Kids (19, e92-e112). Sustainable infrastructures are also built into the grant, including video equipment to build a video resource library, using district level coaches, and the acquisition of annual membership fees which are supported with district funds. Lastly, the consortium will disseminate preliminary research through referred journals at presentations at various conferences (pp. 19-20)

Weaknesses:

None noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

1. **Within Absolute Priority 3, we give competitive preference to applications that address the following priority:**

   Projects designed to improve student achievement or other educational outcomes in computer science (as defined in the notice). These projects must address the following priority area:

   Expanding access to and participation in rigorous computer science (as defined in the notice) coursework for traditionally underrepresented students such as racial or ethnic minorities, women, students in communities served by rural local educational agencies (as defined in the notice), children or students with disabilities (as defined in the notice), or low-income individuals (as defined under section 312(g) of the Higher Education Act of 1965, as amended).

   Note: Projects addressing this priority must be administered in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws.

   Strengths:

   Not applicable.

   Weaknesses:

   Not applicable.

Reader's Score: 0

Status: Submitted
Last Updated: 06/12/2019 08:49 AM

Technical Review Coversheet

Applicant: Putnam County School District (U411C190013)

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

		Points Possible	Points Scored
Questions			
Selection Criteria			
Significance			
1. Significance		25	25
Quality of Project Design			
1. Project Design		35	35
Adequacy of Resources/Quality of Management Plan			
1. Resources/Management Plan		20	20
	Sub Total	80	80
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority			
1. Absolute Priority 3		5	0
	Sub Total	5	0
	Total	85	80

Technical Review Form

Panel #1 - EIR Early Phase Tier 1 - 1: 84.411C

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

Applicant: Putnam County School District (U411C190013)

Questions

Selection Criteria - Significance

1. **The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:**

    (1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

    (2) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

    Strengths:

    (1)The applicant has duly noted how their project will likely increase knowledge about effective reform strategies and the techniques that will result from it. First, they have provided clear descriptions of their target schools which demonstrate a gap in ELA, Social Studies, and Math and Science outcomes especially when compared to statewide Florida averages (31). Their plan includes a model that will test job embedded teacher directed Professional Learning in order to increase student achievement (35). Outcomes will be disseminated and will be inclusive of presentations at research and professional conferences and submission of articles to professional and scholarly journals. These are viable methods to share information and discuss challenges and best practices that can be used to increase the understanding of educational problems especially within rural LEA's. (49)

    (2)The applicant has proposed to implement a two-year, three-phased, literacy-embedded model of individualized Professional Learning for teachers (36). To demonstrate the promise of their approach, the applicant has described 3 challenges that they intend to address: limited access to high quality Professional Learning, limited access to feedback driven professional learning and generational academic underachievement and lack of engagement in learning. They have provided an evidence base that substantiates the effectiveness of Rural Connect which embeds strategies that address teacher motivation, turnover and thus student achievement in rural areas (32-33). Thus, combining individualized Professional Learning with virtual learning communities, virtual meetings and webinars could demonstrate a promising new strategy to overcome these challenges.

    Weaknesses:

    None noted.

Reader's Score: 25

Selection Criteria - Quality of Project Design

1. **The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

    (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(2) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

(1)The applicant thoroughly describes the proposed project measures, including goals that address student engagement, teacher motivation and efficacy and the refinement of their Professional Learning model.   The applicant's objectives and outcomes are clearly specified and as a means of measurement, include benchmarks that will be useful to measure and gauge the impact of teacher and student performance outcomes as well as will provide a basis of assessment that can be useful to make modifications within the program if projections are not met . To ensure that desired results are achieved within a realistic timeframe, the applicant has provided a timeline that can be used to incrementally track progress (42).

(2)The applicant has presented a clear conceptual framework that identifies key components of the project and addresses quality activities for that framework. They have included a logic model that demonstrates how project activities will support their evidence based professional learning concept.   For example, their model appropriately demonstrates how research supports their design concept as they have cited Donahoo (2017) to explain the efficacy of self-directed Professional learning (40). To support this, within the model, they have included self-sustaining support and video reflection activities as a guided strategy to increase teacher knowledge as well as address expected impacts that include increasing teacher motivation and retention (43).

(3)The applicant has provided a clear depiction of how they will monitor progress and success through continuous feedback and improvement methods. For example, they will include frequent times for assessment to incrementally gauge if improvements are needed. Quarterly formative/fidelity reports that will be used to asses the effectiveness and impact of their program has been duly noted. Likewise, data from these reports will be useful to evaluate project benchmarks. (44)

Weaknesses:

None noted.

Reader's Score: 35

Selection Criteria - Adequacy of Resources/Quality of Management Plan

1. **The Secretary considers the adequacy of resources and the quality of the management plan for the proposed project. In determining the adequacy of resources and quality of the management plan for the proposed project, the Secretary considers the following factors:**

    (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.

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

    (3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

Strengths:

(1)The applicant provides efficient evidence of how they propose to complete project activities on-time and within budget. For example, the applicant has established a strong grant management plan that will focus efforts on progress monitoring and oversight of coordination of services, timely implementation, budget oversight, management plan procedures, and sustainability planning. For example, the Project Coordinator who has experience as a Project Director and in grant management will maintain cross-team communications; oversee budget expenditures; develop project reports and will collaborate with the Department of Education and across consortia. To demonstrate their commitment to timely implementation, a comprehensive timeline is also provided highlighting key milestones. To ensure effective communication among consortia and to maximize planning efforts among stakeholders, the applicant further postulates to conduct quarterly advisory board meetings (47-48). Budgetary items appear to be appropriate as each of the budgeted items within the proposal is linked to one or more of the grant components, services and/or priorities. (151-158)

(2)Detailed relevant professional qualifications, experience, and administrative skills are outlined for key personnel. For example, the Expansion Coordinators who will be largely responsible for managing instruction team staff and for collaborating project efforts across the consortia , both have several years of managing experience as well as experience in implementing instructional programs within rural LEA's. They both have school leadership experience that will ensure proper oversight of key programmatic operations such as training and overseeing Instructional Coaches (47)

(3)The applicant has appropriately demonstrated that they have the partnerships necessary to sustain the project activities. They will collaborate with LEAs and partners in order to integrate elements of the program into established curriculum. Also, they will utilize national partnerships such as Battelle for Kids, to disseminate program results that could lead to other LEA's adapting effective strategies that could replicated and thus allow program activities to continue beyond the end of the project. (19-20)

Weaknesses:

None noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

1. **Within Absolute Priority 3, we give competitive preference to applications that address the following priority:**

   Projects designed to improve student achievement or other educational outcomes in computer science (as defined in the notice). These projects must address the following priority area:

   Expanding access to and participation in rigorous computer science (as defined in the notice) coursework for traditionally underrepresented students such as racial or ethnic minorities, women, students in communities served by rural local educational agencies (as defined in the notice), children or students with disabilities (as defined in the notice), or low-income individuals (as defined under section 312(g) of the Higher Education Act of 1965, as amended).

   Note: Projects addressing this priority must be administered in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws.

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

Status: Submitted
Last Updated: 06/11/2019 09:54 PM

Technical Review Coversheet

Applicant: Putnam County School District (U411C190013)
Reader #3: **********

		Points Possible	**Points Scored**
Questions			
Selection Criteria			
Significance			
1. Significance		25	25
Quality of Project Design			
1. Project Design		35	35
Adequacy of Resources/Quality of Management Plan			
1. Resources/Management Plan		20	20
	Sub Total	80	80
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority			
1. Absolute Priority 3		5	0
	Sub Total	5	0
	Total	85	80

Technical Review Form

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

Applicant: Putnam County School District (U411C190013)

Questions

Selection Criteria - Significance

1. **The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:**

   (1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

   (2) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

   Strengths:

   (1) The applicant proposes to provide a platform of services that will aid small, rural districts with the ability to expand the effectiveness of teacher-led learning and practice-connected support. (p.e30). The proposed project intends to serve nearly 15,000 students and 800 teachers with the intervention and provides adequate research information with citations on pg. e 31 – e35 to support the identified gaps and the three confounding challenges that have become relevant through the literature and study review. The applicant further expands on the connection to the gap to emphasizing that of all newly hired teachers in their state, over 40% are temporarily of alternatively certified. The applicant associates the disparity to rural poverty on p. e35 and proposes a model whereby teacher-directed professional learning leads to student academic gains.

   (2) The applicant begins on pgs. e36- e39 in providing the background on a three-phased plan of action that describes a four-day literacy institute that will expand on the traditional framework, seven regional literacy learning communities throughout the school year, and practice connected support that are interactive activities that include virtual meetings, shared lessons, and a job embedded coaching component. The applicant proposes a two-pronged approach to literacy integration that is further highlighted on pgs. e 40 – e41 that provides tables that provide focused instructional strategies. The detailed description of the project brings together content-alike teachers to combat isolation in rural districts.

   Weaknesses:

   None noted.

Reader's Score: 25

Selection Criteria - Quality of Project Design

1. **The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

   (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

   (2) The extent to which there is a conceptual framework underlying the proposed research or

demonstration activities and the quality of that framework.

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

1)The applicant presents three primary goals that include measures and targets for expected outcomes. (pgs. e 41 – e 42). The outcomes presented include language that connects the priorities to the process of refining and integrating the strategies to develop increased efficacy. The project follows an interactive and collaborative learning approach that will provide both teachers and students ways to build self-efficacy in the classroom that connects cognitive and affective channels and plays a crucial role in shaping the perception of life experiences for those involved.

(2) The conceptual framework presented on beginning on pg. e 42, outlines the foundational components of the proposed project and its areas of focus to impact changes in the knowledge, behavior, and perceptions of students (Goal 1) and teachers (Goal 2) that has an effect on student performance. A model on pg. e 43 describes expected impacts of the research that includes replication in other settings (Goal 3). The framework described is ideal since it provides immediate, intermediate, and long-term outcomes and targets for expected outcomes. This is important to the quality of service that will be provided as it guides the project in successful implementation.

(3) The applicant provides information on p. e43 that is adequate for ensuring feedback and continuous improvement by both quantitative and qualitative measures. Methods will inform the basis for an evaluator-developed tool that will guide the principles of development. This process will provide feedback that will be integrated into outcome analysis to enable identification of optimal approached and critically important processes or sustaining and replicating results.

Weaknesses:

None noted.

Reader's Score: 35

Selection Criteria - Adequacy of Resources/Quality of Management Plan

 1. **The Secretary considers the adequacy of resources and the quality of the management plan for the proposed project. In determining the adequacy of resources and quality of the management plan for the proposed project, the Secretary considers the following factors:**

(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.

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

(3) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

Strengths:

1)The management plan is comprehensive, showing major milestones, responsible persons, and a timeframe of when the milestones should be reached. (pgs. e45 –e47). The management structure is very well organized with key identified roles including detailed milestone information.

(2) The project personnel as illustrated on p. e47, will oversee the project and have vast experience in administering grants, program development and data coordination. The key leaders will manage teams of content experts and district

and school level implementers. Also listed on p. e47 are descriptions of key project personnel that all have experience in project content such as curriculum development, diverse learner needs, literacy, and developing staff.

(3) The applicant has secured several committed partners listed in Appendix C and described on pgs. e48 – e49 that will assist in providing the resources needed to facilitate sustainability and expansion of this large multi-district project. This presents a favorable chance that demonstrates commitment to providing for ongoing capacity building and consistency of resources to effectively disseminate program components.

Weaknesses:

None noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

1. **Within Absolute Priority 3, we give competitive preference to applications that address the following priority:**

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   Note: Projects addressing this priority must be administered in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws.

   Strengths:

   N/A

   Weaknesses:

   N/A

Reader's Score: 0

Status: Submitted
Last Updated: 06/11/2019 06:32 PM