

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

Status: Submitted

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

Technical Review Coversheet

Applicant: School District of Lee County -- Grants and Program Development Academic Services
(U351C110026)

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	8
Quality of Project Services		
1. Project Services	20	17
Quality of Project Personnel		
1. Project Personnel	10	7
Quality of the Management Plan		
1. Management Plan	20	18
Quality of the Project Evaluation		
1. Project Evaluation	30	27
Sub Total	100	87
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	5
Sub Total	20	15
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	0
Sub Total	0	0
Total	120	102

Technical Review Form

Panel #4 - Panel - 4: 84.351C

Reader #1: *****

Applicant: School District of Lee County -- Grants and Program Development Academic Services
(U351C110026)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

The proposed project serves a target group in need. Data is presented to support the need for the project. The services and management plan are well developed and serve the overall goals of the project.

Weaknesses:

The statement of the attainment levels for all areas of the evaluation plan would strengthen the overall plan to assess the project. Using measurable goals in all areas would further enhance the proposal.

Reader's Score: 0

Selection Criteria - Significance

1. (a) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

(b) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

a. The project is likely to build capacity while serving four district schools. The proposal states that the district has an average of 68% of students receiving free/reduced lunch support. For the target schools the percentages receiving this program range from 51% to 77%. p.2 The project will serve disadvantaged students. Each school is overviewed with the potential gains identified for each school. These are significant. p. 2,3

b. The dissemination plan is well developed. It includes lesson plans archived into the state DOE repository, posting of new learning strategies, lessons plans, video links and resources on the Arts Bank Central. p.3 The evaluation plan will enable others to use the model in their sites.

Weaknesses:

a. None noted.

b. None 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 project will be shared through interdisciplinary projects in the district. p.4 The teachers will create digital archives of integration lessons and student projects. These will be placed in the Arts Bank and in both written and video formats. This can help to sustain impacts after the project ends. Further the mentoring and peer coaching can build relationships that can support the continuation of the work. p.5 It is expected that the trained teachers in the project will still continue to train other teachers.

Weaknesses:

It is not clear how teachers will train other teachers without financial support to do so. They do possess the knowledge and have the ability to do so, but without time paid for to engage such training, it is unclear how sustainability is to be achieved. p.5

Reader's Score: 8

Selection Criteria - Quality of Project Services

1. **(a) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

(b) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(c) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Strengths:

a. The project will use media to inform eligible participants about the program, Print, mail and text materials will be used to do so. Eligible participants will have input to the schedule to ensure participation and access for all groups. All professional development is digitally archived. Finally, students have the opportunity to attend the school of their choice. p.6

b. The training is well planned using state and national resources. Six hours of training is described with content detailed. It is sufficient to lead to the intended improvements. Further, eighteen hours of training regarding integration of the arts is provided with an additional six hours for school building arts work and building team leaders. p. 7 The lesson planning is well presented.

c. The standards to be used are those in reading and math. Data from the The CAPE study is cited along with research studies linking achievement gains to arts study. p. 11,12

Weaknesses:

a. None noted.

b. The proposal should present specific achievement gains secured from the enactment of the model in a similar setting. Standardized test data and other measures would be used. Quantitative data should be presented for this criteria. p.7

Reader's Score: 17

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 policy of the district for equal opportunity in employment is provided. p.12

b. The qualifications and experience of key staff are strong. For example, the director is identified and all duties related to the position are described and appropriate. p.13 The experience in education and expertise in the arts as well in the area of management are significant. p.14

c. Contractor are identified and have the qualifications for the positions they hold. For example, the art specialist with the State Department of Education is experienced for the position as is another consultant with national and local recognition in the arts. p.17 The evaluator is identified with a resume provided. This person's experience in assessment is extensive.

Weaknesses:

a. The proposal does not list specific strategies to be used to advertise positions for hire so that they reach all underrepresented groups. p.12

Reader's Score: 7

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 presented with a chart which links objectives to activities, benchmarks, the staff person responsible and a timeline for task completion. p. 18.19 The tasks listed for the Director are appropriate such as convening the Steering Committee. The budget is reasonable for a project of this scope. For example, the evaluation in year 1 is listed at a cost of \$24,000, the project Director salary in year 1 is \$67,300 and the cost for substitute teachers in year 1 is \$7840.

Weaknesses:

Goals are not stated in measurable terms. This negatively impacts the enactment of the project in terms of monitoring progress to goal achievement. p.18

Reader's Score: 18

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 evaluation plan uses performance measures linked to project goals. Both quantitative and qualitative data is collected. A Mixed methods approach is used. p.20 The plan provides for 2 data collection per year. A chart links project goals to benchmarks. p.21,22 The timeline for data collection is provided. p.23 Interviews of students, teachers parents as well as minutes of meetings will be tracked.

b. Methods used will provide feedback and enable periodic assessment. Annual reports are planned. p.23 The director receives the formative reports and gives feedback to teachers and administrators for continuous improvement. p.23 Two sites visits per year by the evaluator are planned. Observations of teachers, work samples and other data will be assessed to provide feedback. p.25

Weaknesses:

a. Not all benchmarks are stated in measurable terms. p.21,22 In one instance the term increase in is used with not specific attainment level identified. Further, no staff member is identified as responsible for specific tasks in data collection.

b. None noted.

Reader's Score: 27

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:

Decision making is based on data that is collected in a timely manner. Data regarding teaching, participant surveys and other critical project areas are well planned.

Weaknesses:

None 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:

The proposal provides moderate evidence of effectiveness of the model to be used in the project.

Weaknesses:

Additional data to support claims made regarding the impacts achieved by the model would strengthen the proposal indicating the likely impacts of the proposed project.

Reader's Score: 5

Invitational Priority - Improving Achievement and H.S. Graduation Rates

1. Improving Achievement and High School Graduation Rates.

Projects that are designed to address one or more of the following priority areas:

(a) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students in rural local educational agencies.

(b) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for high-need students.

Yes

Reader's Score: 0

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

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Technical Review Coversheet

Applicant: School District of Lee County -- Grants and Program Development Academic Services
(U351C110026)

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	7
Quality of the Project Design		
1. Project Design	10	5
Quality of Project Services		
1. Project Services	20	18
Quality of Project Personnel		
1. Project Personnel	10	7
Quality of the Management Plan		
1. Management Plan	20	19
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	86
Priority Questions		
Competitive Preference Priorities		
Enabling More Data-Based Decision-Making		
1. Decision-Making	10	10
Strong or Moderate Evidence of Effectiveness		
1. Evidence of Effectiveness	10	8
Sub Total	20	18
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	0
Sub Total	0	0
Total	120	104

Technical Review Form

Panel #4 - Panel - 4: 84.351C

Reader #2: *****

Applicant: School District of Lee County -- Grants and Program Development Academic Services
(U351C110026)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

The applicant's project 's approach of providing Professional Development training to teaching staff to assist in their classroom approaches and to improve student outcomes in math and Reading is notable.

Weaknesses:

The applicant's approach doesn't indicate how arts and non-arts teachers will be recruited/selected for the 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:

Strengths:

The applicant articulates a comprehensive dissemination approach (pg. e3)

The applicant's project approach is designed to target high poverty students as well as students who are low performing in reading and mathematics at four arts attractor schools. (pg. e0-e1)

The applicant's project will utilize a professional staff development arts integration model approach.

Weaknesses:

While the applicant provides details on each of the four schools of the project, it expresses its individual goals for each school's outcomes differently than explained as its approach for meeting the challenges of its stated target population.

(pg. e1)

Reader's Score: 7

Selection Criteria - Quality of the Project Design

- 1. The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

Strengths:

The applicant outlines the project's 4 components of Enhancement, Mentoring, Structure and Empowerment that will contribute to its ability to build capacity and sustainability. (pg. e3 - e5)

The applicant provides a detailed explanation of what each of the 4 components will be comprised of. (pg. e3-35)

Weaknesses:

The applicant indicates that its scaffolded interdisciplinary approach will assist with the ability to yield results that will extend beyond the period of Federal Financial Assistance, but does not specifically indicate how this will be achieved. (pg. e - e5)

Reader's Score: 5

Selection Criteria - Quality of Project Services

- 1. (a) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

(b) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(c) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Strengths:

The applicant provides a comprehensive explanation of its training and PD approach for providing sufficient quality, intensity, and duration for improvement in practice via a sequential approach for its recipients. (pg. e6 - e9)

The applicant states a clear policy to ensure equal access and treatment for eligible project participants traditionally underrepresented. (pg. e5)

Weaknesses:

The applicant cites the research of comparable projects but does not specifically address how its project will demonstrate improvements in achievement measured against rigorous academic standards. (pg. e 10)

While the applicant cites a strong equal access policy it fails to indicate specific strategies for its implementation. (pg. e8)

Reader's Score: 18

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 personnel of the proposed project all exhibit strong backgrounds in arts education (pg. e 12 - e15)

The applicant provides a strong policy for ensuring non-discriminatory hiring practices (pg. e11)

Weaknesses:

The applicant's Project Director has not been determined. (pg. e 12)

While the applicant provides extensive background information on the slated personnel for the project, it does not provide an in-depth job description for each of these project members. (pg. e 12 - e 16)

While its hiring policy statement is strong, the applicant fails to provide detailed information on how it intends to encourage the hiring of underrepresented groups. (pg. e11)

Reader's Score: 7

Selection Criteria - Quality of the Management Plan

- 1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

Strengths:

The applicant provides well detailed Project Management Plan outlining goals, responsibilities, timelines and milestones for the accomplishment of the project's tasks. (pg. e 17 - e 18)

The applicant outlines six specific goals for its Management Plan design. (pg. e16)

Weaknesses:

Some details of the budget are seemingly not reflected in the Management Plan (Example - Travel for local, state, and national conferences - appendix - pg. e0)

Reader's Score: 19

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 applicant has provided a very thorough evaluation approach (pg. e19 -e26)

The applicant provides a Longitudal Goals and Timeline Table outlining project goals and benchmarks over the three years of the program's approach. (pg.e20-e21)

The applicant outlines the evaluation instruments and frequency of use to assess the project's stated objectives (pg. e23-e24)

Weaknesses:

No Weaknesses

Reader's Score: 30

Priority Questions

Competitive Preference Priorities - Enabling More Data-Based Decision-Making

- 1. Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in the following priority area: Improving instructional practices, policies, and student outcomes in elementary or secondary schools.**

Strengths:

The applicant's evaluation approach includes the collection of and analysis of high-quality and timely data on the program participants outcomes as it relates to improving instructional practices and student outcomes.

Weaknesses:

No weaknesses

Reader's Score: 10

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

- 1. Supporting Programs, Practices, or Strategies for which there is Strong or Moderate Evidence of Effectiveness.**

Projects that are supported by strong or moderate evidence (as defined in this notice). A project that is supported by strong evidence (as defined in this notice) will receive more points than a project that is supported by moderate evidence (as defined in this notice).

Strengths:

The applicant cites a very comprehensive evaluation approach.

The applicant's approach is based on cited research demonstrating a direct connection between arts instruction and student achievement, where the reserchers found that students with high arts involvement performed better than students with no involvement in the arts (pg. e0)

Weaknesses:

More data will be required on the model to determine its overall effectiveness.

Reader's Score: 8

Invitational Priority - Improving Achievement and H.S. Graduation Rates

1. Improving Achievement and High School Graduation Rates.

Projects that are designed to address one or more of the following priority areas:

(a) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students in rural local educational agencies.

(b) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for high-need students.

Yes

Reader's Score: 0

Status: Submitted

Last Updated: 08/05/2011 03:58 PM

Status: Submitted

Last Updated: 08/11/2011 03:18 PM

Technical Review Coversheet

Applicant: School District of Lee County -- Grants and Program Development Academic Services
(U351C110026)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Summary Comments		
Summary Comments		
1. Summary Comments	0	0
Sub Total	0	0
Selection Criteria		
Significance		
1. Significance	10	10
Quality of the Project Design		
1. Project Design	10	8
Quality of Project Services		
1. Project Services	20	18
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	20	15
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	89
Priority Questions		
Competitive Preference Priorities		
Enabling More Data-Based Decision-Making		
1. Decision-Making	10	10
Strong or Moderate Evidence of Effectiveness		
1. Evidence of Effectiveness	10	8
Sub Total	20	18
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	0
Sub Total	0	0
Total	120	107

Technical Review Form

Panel #4 - Panel - 4: 84.351C

Reader #3: *****

Applicant: School District of Lee County -- Grants and Program Development Academic Services
(U351C110026)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

The applicant proposes a project that has strong Significance and Project Evaluation. For example, the applicant proposes a Training Teachers to take AIM (Arts Integration for Motivation) project to target low-income and traditionally underrepresented students in 1 k-8 school, 1 middle school and 2 high schools, where over 50% of students receive a free/reduced lunch. Data obtained from the proposed project are analyzed through methods are capable of producing quantitative and qualitative data to the extent possible, such as a quasi-experimental design, an Analysis of Covariance, pre- and post-teacher evaluations, formal surveys and interviews.

Weaknesses:

Inconsistencies were found on this grant application which pertains to the Quality of the Management Plan, Quality of Project Services and Quality of Project Design. For example, it is unclear how the proposed strategy of training teachers in the arts can have a significant impact on the target population to be served beyond the grant years. The applicant does not describe how educational partners, such as the school district, would ensure that teachers continue to implement art lessons learned with lack of further financial support.

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 proposes a Training Teachers to take AIM (Arts Integration for Motivation) project to target low-income and traditionally underrepresented students in 1 k-8 school, 1 middle school and 2 high schools, where over 50% of students receive a free/reduced lunch. Throughout the implementation the proposed project, the applicant anticipates building local capacity with target schools (Pages 1-3).

b) The applicant proposes to disseminate information regarding results of the proposed project that consists of steps from which information is shared at the beginning of the lessons learned and culminating with sharing the learned strategies at local, state and national conferences. (Page 4)

Weaknesses:

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 aims at building capacity and sustainability yielding results beyond the period of financial assistance through the implementation of four tenets in project design; Classroom Enhancement, Mentoring of teachers, Structure of Arts Bank Central and Empowerment of staff (Pages 4-6).

Weaknesses:

It is unclear how the proposed strategy of training teachers in the arts can have a significant impact on the target population to be served beyond the grant years. For example, is it not described how educational partners, such as the school district, would ensure that teachers continue to implement art lessons learned with lack of further financial support. (Pages 4-6)

Reader's Score: 8

Selection Criteria - Quality of Project Services

- 1. (a) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

(b) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(c) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Strengths:

b) The professional development services are of are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services. For example, a teacher participates in three years of training and practice in the arts and curriculum development, with over 40 hours of professional development training and a rigorous learning environment to ensure, through pre- and post-tests, the advancement made in learning the arts. (Pages 7-8)

c) The applicant proposes (Page 1,6,9,11) intensive training for teachers to yield results from objectives and curriculum that are aligned with Next Generation Florida Sunshine State Standards in Visual and Performing Arts, with lesson plans that achieve improvements in the academic achievement.

Weaknesses:

a) The applicant provides limited information in the assurances (Page 1,6-7) that outline an environment of equal access and treatment for eligible project participants who are traditionally underrepresented. For example, the applicant does not clearly propose a strategy to encourage students and parents to attend their school of choice which most likely represents

their race, color, national origin, gender, age or disability.

Reader's Score: 18

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:

b) The project director is qualified in overseeing the implementation of the proposed project, and has years of relevant experience in the arts (page13). Additional project personnel have similar experiences and relevant training in the arts, management, leadership and development. (Pages 13-16)

c) Project consultants and contractors have years of specialized experience in the arts, education, leadership, and management. For example, a project consultant draws her experience as Professor Emerita at the University of Central Florida to aim at implementing an arts integration program to maximize student achievement. (Pages 16-18)

Weaknesses:

a) The applicant provides limited information on what strategy plans to use in order to include its school district Statement of Non-Discriminatory Policy, and to what scope the interested individuals of underrepresented groups are encouraged to apply for employment (Pages 1-12)

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 proposed management plan supports attainable objectives traced over time. Assignment of responsibilities is based on activities to be performed and benchmarks to be achieved (Page 17). Defined responsibly are aligned with proposed project plan and are also linked to the previously described responsibilities of project personnel. (Pages 13-18)

Weaknesses:

It is not clear how the objectives of the proposed plan are within budget. There is a lack of description and detail to fully understand how, for instance, the time commitment of a responsible person (page 18) is accounted in the timeline and therefore justified in the budget.

Reader's Score: 15

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 applicant proposes to use a lead research team to conduct scientific evaluation of the proposed project. Methods of evaluation include; a quasi-experimental design, an Analysis of Covariance, pre- and post-teacher evaluations, formal surveys and interviews. These methods are capable of producing quantitative and qualitative data to the extent possible

b) The proposed methods of evaluation are designed to measure the professional development of teachers and progress toward benchmarks, while allowing a study of their personal trajectory overtime. This design permits a three-time performance feedback a year and permit periodic assessment of progress toward achieving intended objective and outcomes. (Pages 19-20)

Weaknesses:

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:

The Training Teachers to take AIM (Arts Integration for Motivation) project targets low-income and traditionally underrepresented students that is based on data obtained from instructional practices, policies, and student outcomes in elementary or secondary schools. This project is likely to use high-quality and timely data, including data on program participant outcome to improve academic student achievement.

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:

The Training Teachers to take AIM (Arts Integration for Motivation) project targets low-income and traditionally underrepresented students that supported on moderate evidence.

Weaknesses:

The applicant does not adequately describe how strong experimental evidence is linked to the proposed model. There is not enough information on when or how this model has proven to be an effective model for the target population to be served. (Pages 1-3, 7-8)

Reader's Score: 8

Invitational Priority - Improving Achievement and H.S. Graduation Rates

1. Improving Achievement and High School Graduation Rates.

Projects that are designed to address one or more of the following priority areas:

(a) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students in rural local educational agencies.

(b) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for high-need students.

Yes

Reader's Score: 0

Status: Submitted

Last Updated: 08/11/2011 03:18 PM