

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

Status: Submitted

Last Updated: 05/24/2013 01:11 PM

Technical Review Coversheet

Applicant: WestEd (U367D130023)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Sub Total	20	20
Selection Criteria		
Quality of the Project Design and Services		
1. Project Design & Service	25	23
Quality of the Management Plan and Personnel		
1. Management & Personnel	15	13
Sub Total	40	36
Selection Criteria		
Sustainability		
1. Sustainability	20	20
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Sub Total	40	38
Priority Questions		
Competitive Priority 2		
Improving Efficiency (Cost-Effectiveness)		
1. Improving Efficiency	1	1
Sub Total	1	1
Competitive Priority 3		
Promoting Science, Technology, Engineering, & Math		
1. Promoting STEM	3	3
Sub Total	3	3
Total	104	98

Technical Review Form

Panel #4 - Panel 4 - 1: 84.367D

Reader #3: *****

Applicant: WestEd (U367D130023)

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:

- (1) The significance of the proposed project on a national level (as defined in this notice).
- (2) The potential contribution of the proposed project to the development and advancement of teacher and school leadership theory, knowledge, and practices.
- (3) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

Strengths:

The applicant clearly establishes the potential contribution of the proposed project based on the record of success in the field of literacy education, school change, and online professional development. The applicant clearly articulates the need for the proposed project based on the newly established Common Core State Standards that called for students to demonstrate advanced literacy proficiency in content areas. The applicant also establishes a strong need for academic literacy instruction and the proposed contributions of the project. The applicant description of student success as a result of the proposed project is data driven and comprehensive.

Weaknesses:

None.

Reader's Score: 20

Selection Criteria - Quality of the Project Design and Services

1. The Secretary considers the quality of the design and services of the proposed project. In determining the quality of the design and services of the proposed project, the Secretary considers:

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, aligned, and measurable.
- (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (3) The extent to which the training or professional development services to be provided by the proposed project will be of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Strengths:

The applicant establishes clear and measurable goals with expected outcomes. The proposed project builds on an existing model from i3 that is known to be successful in improving the effectiveness of middle and high school teachers. The proposed project has the potential to increase the number of highly effective teachers from high need middle schools that feed into high need high schools with the goal of improving the achievement of students in reading, writing, and self-regulation. Strong evidence from the Reading Apprenticeship professional development model which is known to

contribute in capacity building for adolescent literacy development. The logic model provided is clear and shows the relationship between the proposed activity and academic achievement and engagement of students.

Weaknesses:

The applicant clearly establishes four measurable goals, however, there is a need to delineate how the outcomes from the project will lead to school wide improvement across the nation based on the number of teachers that will participate in the proposed project. The training of 1,000 science, history, and English teachers in 180 high schools across four states is insignificant when compared to the total number of teachers in the nation.

Reader's Score: 23

Selection Criteria - Quality of the Management Plan and Personnel

1. The Secretary considers the quality of the management plan for the proposed project and of the personnel who will carry out the proposed project. In determining the quality of the management plan and the project personnel, the Secretary considers:

- (1) The qualifications, including relevant training and experience, of the project director, key project personnel, and project consultants or subcontractors.**
- (2) 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.**
- (3) The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**
- (4) The extent to which the proposed management plan includes sufficient and reasonable resources to effectively carry out the proposed project, including the project evaluation.**

Strengths:

The applicant establishes a coherent management approach that is based on a team based leadership approach. The leadership teams are highly qualified and experienced in managing projects. The proposed management plan seems adequate and the timeline provided is reasonable with adequate time to achieve the goal and objectives. The time committed by project personnel is adequate and the resources are sufficient.

Weaknesses:

The applicant fails to identify a project director for this proposed project. There is a need to identify the key personnel that is responsible for directing the project.

Reader's Score: 13

Selection Criteria - Sustainability

1. The Secretary considers the adequacy of resources to continue the proposed project after the grant period ends. In determining the adequacy of resources and the potential for utility of the proposed project's activities and products by other organizations, the Secretary considers:

- (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.**
- (2) The extent to which the proposed project is likely to yield findings and products (such as information, materials, processes, or techniques) that may be used by other agencies and organizations.**
- (3) The extent to which the applicant will disseminate information about results and outcomes of the**

proposed project in ways that will enable others, including the public, to use the information or strategies.

Strengths:

The applicant clearly establishes the broader impact of the proposed project beyond the project years in disseminating the information from the project through wider venues. Detailed description of multiple materials, books, book chapters, refereed article publications, social media and conference presentations. The applicant establishes a variety of online venues for sharing the products from the proposed project to reach a wider audience beyond the funding years. Reading apprenticeship models which are known to be effective in improving literacy across content areas will be disseminated across the nation via blended mix.

Weaknesses:

None.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers one or more of the following factors:

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

(2) The extent to which the evaluation includes the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data.

(3) The extent to which the evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(4) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

Note: We encourage applicants to review the following technical assistance resources on evaluation: (1) WWC Procedures and Standards Handbook: <http://ies.ed.gov/ncee/wwc/references/ldocviewer/doc.aspx?docid=19&tocid=1>; and (2) IES/NCEE Technical Methods papers: http://ies.ed.gov/ncee/tech_methods/.

Strengths:

The applicant establishes an evaluation plan that is rigorous and appropriate to the goals and objectives in the project and uses both qualitative and quantitative measures that are related to the outcomes of the project. The applicant clearly establishes a comprehensive evaluation plan that includes feedback mechanism to ensure quality and program improvement. The research based evaluation plan proposed is suitable for the proposed project. The use of two assessments to measure student achievement is adequate. All the instruments used in data collection were validated and reliable. and the resources proposed are adequate and sufficient to the reach the outcomes in the proposed project. The evaluation team is highly experienced in project evaluation.

Weaknesses:

The use of surveys and focus groups is not enough to assess the effectiveness of teachers. Other qualitative measures should be employed for a deeper understanding of teaching practices such as teacher observations of teaching practices.

Reader's Score: 18

Priority Questions

Competitive Priority 2 - Improving Efficiency (Cost-Effectiveness)

1. This priority funds projects that will identify strategies for providing cost-effective, high-quality services at the State, regional, or local level by making better use of available resources. Such projects may include innovative and sustainable uses of technology, modification of school schedules and teacher compensation systems, use of open educational resources (as defined in the notice), or other strategies.

General:

The proposed project addresses the cost effectiveness through the offering of web based professional development for teachers with the potential to impact teacher effectiveness across the nation. The integration of online course into the Reading Apprenticeship professional development model will provide cost effective professional development to teachers.

Reader's Score: 1

Competitive Priority 3 - Promoting Science, Technology, Engineering, & Math

1. This priority funds projects that address one or both of the following priority areas:

(a) Increasing the opportunities for high-quality preparation of, or professional development for, teachers of STEM subjects.

(b) Increasing the number of individuals from groups traditionally underrepresented in STEM, including minorities, individuals with disabilities, and women, who are teachers of STEM subjects and have increased opportunities for high-quality preparation or professional development.

In addition, applicants must describe how they plan to measure the impact the proposed project activities have on teacher effectiveness. Applicants must determine teacher effectiveness through a rigorous, transparent, and fair evaluation in which performance is differentiated using multiple measures of effectiveness and based in significant part on student growth (as defined in this notice).

General:

The goal of the applicant in this proposed project is to increase the number of highly effective middle and high school teachers in content areas that includes STEM. The proposed development of short professional development modules and online social learning communities for teachers of science has the potential to lead to improved teaching efficacy and academic outcomes for students.

Reader's Score: 3

Status: Submitted
Last Updated: 05/24/2013 01:11 PM

Status: Submitted

Last Updated: 05/24/2013 04:24 PM

Technical Review Coversheet

Applicant: WestEd (U367D130023)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	17
Sub Total	20	17
Selection Criteria		
Quality of the Project Design and Services		
1. Project Design & Service	25	22
Quality of the Management Plan and Personnel		
1. Management & Personnel	15	13
Sub Total	40	35
Selection Criteria		
Sustainability		
1. Sustainability	20	18
Quality of the Project Evaluation		
1. Project Evaluation	20	15
Sub Total	40	33
Priority Questions		
Competitive Priority 2		
Improving Efficiency (Cost-Effectiveness)		
1. Improving Efficiency	1	1
Sub Total	1	1
Competitive Priority 3		
Promoting Science, Technology, Engineering, & Math		
1. Promoting STEM	3	3
Sub Total	3	3
Total	104	89

Technical Review Form

Panel #4 - Panel 4 - 1: 84.367D

Reader #2: *****

Applicant: WestEd (U367D130023)

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:

- (1) The significance of the proposed project on a national level (as defined in this notice).
- (2) The potential contribution of the proposed project to the development and advancement of teacher and school leadership theory, knowledge, and practices.
- (3) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

Strengths:

The applicant's program model draws on critical findings from the last 40 years of literacy research, including disciplinary literacy, use of the writing process, the reading-writing connection, and a focus on orienting the mindset and metacognitive abilities of students to doing academic work; the model also draws from situated cognition and brain-based learning research, resulting in a seemingly comprehensive approach that attends to both intellectual socio-emotional needs of secondary students. This conceptual foundation, coupled with professional development that leverages content area teachers' subject matter expertise, is likely to have meaningful impact on participating science and social studies teachers, who often lack the training and expertise to integrate and implement comprehensive literacy instruction in their coursework; it is especially critical that the applicant intends to focus on the middle school-high school connection (21), as consistent and sustained high-quality literacy programming for high-needs students should result in meaningful improvements in student achievement. Knowledge gained from inquiry into teachers' online professional development experiences (19-20) is likely to inform practices in emerging mediums of teacher learning.

Weaknesses:

The proposed project aims to enhance existing programming in the same locales as the applicant's ongoing work (20); it is not expanding nationally, nor is it altering or expanding the program model. While there is little doubt about the need or value of the program model, the applicant primarily seeks to expand its own programming (20)—and to merely 1000 teachers—raising the question as to how it will advance teacher and school leadership theory, knowledge, and practices beyond that which the applicant has already contributed to the field. Stated intended results or outcomes are broad and do not specify the magnitude.

Reader's Score: 17

Selection Criteria - Quality of the Project Design and Services

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- (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, aligned, and measurable.
- (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

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

Strengths:

Nearly all of the specified goals articulate teacher and/or student outcomes; they are aligned and measurable. The applicant has considerable experience providing comprehensive, sustained professional development, and thus has considerable programming and tools at its disposal to enact (28); it is also developing project-specific artifacts that provide further support in the area of writing—particularly more formal and summative writing—a needed development given that their existing programming favored reading processes (22). The proposed professional development is considerable in length and intensity, and the online professional development components—which the applicant has developed over and across previous i3 grants—seems well synchronized with grounded teacher learning opportunities (27). The program design appears to attend to distributed leadership challenges by providing implementation supports to administrators and teacher leaders (24-26).

Weaknesses:

The proposed training design intends to reach an average of six teachers per school (25), which, given the complexity of the practices on which it trains and the long-term development of capacity necessary to enact them, seems unlikely to enable the kind of school-wide shift in practice essential to ensuring students get consistently high-quality literacy experiences across their coursework. While the applicant indicates it intends to provide some guidance to teacher leaders on how to share what they are learning (26), the lack of expectation or support model to scale practices within participating schools calls into question whether teacher practice and student achievement can be significantly impacted across a school.

Reader's Score: 22

Selection Criteria - Quality of the Management Plan and Personnel

1. The Secretary considers the quality of the management plan for the proposed project and of the personnel who will carry out the proposed project. In determining the quality of the management plan and the project personnel, the Secretary considers:

- (1) The qualifications, including relevant training and experience, of the project director, key project personnel, and project consultants or subcontractors.**
- (2) 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.**
- (3) The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**
- (4) The extent to which the proposed management plan includes sufficient and reasonable resources to effectively carry out the proposed project, including the project evaluation.**

Strengths:

The applicant has considerable experience implementing the proposed model at scale, including multiple i3 grants (31); the leads on the project are widely recognized as leaders in the field of secondary literacy. The applicant has provided an extensive timeline (30-35), organized by activity and leader, for the duration of the project; project responsibilities and focus has been adequately distributed across applicant personnel (e211). The applicant has provided full detail on its contractual costs (213) and the resources necessary to conduct the program evaluation.

Weaknesses:

The management plan does not link activities and milestones to stated goals; no expected staff position is assigned to the proposed project full time. While extensive discussion is provided (30) about the project leadership of the applicant's

directors, neither is taking an extensive role in the proposed project.

Reader's Score: 13

Selection Criteria - Sustainability

1. The Secretary considers the adequacy of resources to continue the proposed project after the grant period ends. In determining the adequacy of resources and the potential for utility of the proposed project's activities and products by other organizations, the Secretary considers:

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- (2) The extent to which the proposed project is likely to yield findings and products (such as information, materials, processes, or techniques) that may be used by other agencies and organizations.**
- (3) The extent to which the applicant will disseminate information about results and outcomes of the proposed project in ways that will enable others, including the public, to use the information or strategies.**

Strengths:

The applicant details a significant amount of support at multiple levels of the educational system (38), which, coupled with its multi-tiered personnel structure (38), suggest continued work and partnership beyond the grant period. The potential incorporation of the model into broader state-level education initiatives (38) has the potential to bring to scale the program design; the organization's regional personnel are likely to contribute to continual monitoring of school sites following the grant. The size and reputation of the applicant's organization should enable multiple venues for dissemination, including online and in print (39).

Weaknesses:

The applicant does not address how teacher or instructional leadership will be supported to sustain the results; it only addresses its own inputs and resources. While the applicant has plans to disseminate its findings, it is unclear as to whether the focus will merely be on the efficacy of its programming or if it will more widely share learning on literacy instruction in the content areas.

Reader's Score: 18

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers one or more of the following factors:

- (1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**
- (2) The extent to which the evaluation includes the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data.**
- (3) The extent to which the evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**
- (4) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.**

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Strengths:

The proposed program evaluation model is rigorous, with multiple measures of student achievement (3) to monitor outcomes; ongoing survey of teachers will provide rich formative and summative input data. The applicant intends to use evidence-based data collection instruments, including what appears to be a rich performance assessment (45). The statistical modeling approach (47) is detailed and sound, and the applicant provides descriptions of how it will analyze its survey data (49-50).

Weaknesses:

The applicant relies exclusively on surveying and some focus group interviewing to identify and describe change in instructional practice, which beyond concerns about self-reporting biases also appears insufficient to fully capture the change and how it manifests over time; student perception data is only gathered through surveys. Though the applicant identifies several research questions (40-41) to address those program goals addressing student and teacher outcomes, it provides no resources or approaches as to how it will assess its intentions of implementing and learning from its online tools.

Reader's Score: 15

Priority Questions**Competitive Priority 2 - Improving Efficiency (Cost-Effectiveness)**

- 1. This priority funds projects that will identify strategies for providing cost-effective, high-quality services at the State, regional, or local level by making better use of available resources. Such projects may include innovative and sustainable uses of technology, modification of school schedules and teacher compensation systems, use of open educational resources (as defined in the notice), or other strategies.**

General:

The applicant's hybrid PD model is likely to maintain the intensity of the professional development design while saving costs on face-to-face PD; the online platform may enable continued professional development after the funding period.

Reader's Score: 1

Competitive Priority 3 - Promoting Science, Technology, Engineering, & Math

- 1. This priority funds projects that address one or both of the following priority areas:**

(a) Increasing the opportunities for high-quality preparation of, or professional development for, teachers of STEM subjects.

(b) Increasing the number of individuals from groups traditionally underrepresented in STEM, including minorities, individuals with disabilities, and women, who are teachers of STEM subjects and have increased opportunities for high-quality preparation or professional development.

In addition, applicants must describe how they plan to measure the impact the proposed project activities have on teacher effectiveness. Applicants must determine teacher effectiveness through a rigorous, transparent, and fair evaluation in which performance is differentiated using multiple measures of effectiveness and based in significant part on student growth (as defined in this notice).

General:

The applicant proposes applying its evidence-based professional development model to secondary science teachers; it intends to use a disciplinary literacy approach to building science teachers' capacity to teach writing, focusing on argumentation through proof and evidence (5). This appears to address STEM generally in the sense that it is providing differentiated professional learning for content area teachers.

Reader's Score: 3

Status: Submitted
Last Updated: 05/24/2013 04:24 PM

Status: Submitted

Last Updated: 05/23/2013 01:00 AM

Technical Review Coversheet

Applicant: WestEd (U367D130023)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Sub Total	20	20
Selection Criteria		
Quality of the Project Design and Services		
1. Project Design & Service	25	25
Quality of the Management Plan and Personnel		
1. Management & Personnel	15	9
Sub Total	40	34
Selection Criteria		
Sustainability		
1. Sustainability	20	20
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Sub Total	40	38
Priority Questions		
Competitive Priority 2		
Improving Efficiency (Cost-Effectiveness)		
1. Improving Efficiency	1	1
Sub Total	1	1
Competitive Priority 3		
Promoting Science, Technology, Engineering, & Math		
1. Promoting STEM	3	3
Sub Total	3	3
Total	104	96

Technical Review Form

Panel #4 - Panel 4 - 1: 84.367D

Reader #1: *****

Applicant: WestEd (U367D130023)

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:

- (1) The significance of the proposed project on a national level (as defined in this notice).
- (2) The potential contribution of the proposed project to the development and advancement of teacher and school leadership theory, knowledge, and practices.
- (3) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

Strengths:

This project has the potential to advance the field of knowledge, through research on the RA process and with a focus on providing instruction to increase student's ability to demonstrate advance literacy proficiency in all subjects is called for in the CCSS. This project will support addressing an urgent need to increase the ability of high needs students to meet this critical goal. P. 6

This project addresses the common issue of secondary teachers focusing primarily on content and coverage, rather than embedding reading and writing skills within the instruction delivered. Through creation of professional learning communities teachers can address the difficulty of employing new strategies with support of peers. P. 8, 11

The Reading Apprenticeship process uses research based effective strategies that are likely to increase ability to read, comprehend, think, and write about the learning. The applicant provides numerous examples and research studies where the components of RA have been shown to be effective. P. 14-16

The applicant states that they are taking the existing research on RA and taking this project to a deeper level where they will look at how this model can produce changes in teachers' reading and writing instruction and make changes to students' reading and content area learning. Building on the previous research, this project can add valuable insight into the difficult area of secondary teachers' ability to address reading instruction within content area in an integrated and effective way. p. 21

Weaknesses:

No weaknesses seen.

Reader's Score: 20

Selection Criteria - Quality of the Project Design and Services

1. The Secretary considers the quality of the design and services of the proposed project. In determining the quality of the design and services of the proposed project, the Secretary considers:

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

clearly specified, aligned, and measurable.

(2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

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

Strengths:

The goals identified show a thoughtful approach to scaffolding the treatments to affect teachers' abilities in reading instruction. The RA plan shows an effort to connect middle and high school feeder patterns which will link the levels and provide for a smoother and more sensible transition. P.20

The applicant is taking the infrastructure developed for the I3 scale up grant RAISE to recruit 180 high needs schools to participate in RA professional development. The goal is to have a teacher team of six at each site in the subject areas, providing a support community on site. P. 21

The project plans to expand resources in the RA library and strengthen processes in other subject areas. They identify discrete skills to add such as writing in canonical forms, writing across multiple texts in science and history in the RA literacy course, and more. P.22

A plan is in place to provide 10 days of subject-specific professional development with on-site follow up over two years with implementation and support between sessions which is sufficient quality, intensity and duration. A Project Logic Model is provided to show the approach project. P. 28

Weaknesses:

No weaknesses seen.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan and Personnel

1. The Secretary considers the quality of the management plan for the proposed project and of the personnel who will carry out the proposed project. In determining the quality of the management plan and the project personnel, the Secretary considers:

(1) The qualifications, including relevant training and experience, of the project director, key project personnel, and project consultants or subcontractors.

(2) 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.

(3) The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(4) The extent to which the proposed management plan includes sufficient and reasonable resources to effectively carry out the proposed project, including the project evaluation.

Strengths:

The connection of this project to the RAISE project shows a comprehensive plan to link the learning from the RAISE project and go deeper into the research about impacting teacher practice through treatments such as RA. P. 22

The applicant provided great detail about the processes used in the RAISE grant that will be replicated in this RA project. It appears they are taking what they are learning from the previous grant and applying the successes to this proposal. Appendix

The RA project identifies strong organization which has reached over 77,000 teachers and 1000 administrators since 1995. An advisory board and business consultants are assisting the organization through support of a strategic plan and strengthening infrastructure. They provide detail to create confidence in their ability to manage this project. P. 29

The management plan is provided showing a calendar with timeline, activities, milestones, and staff responsible under each goal. The plan shows an implementation that is likely to achieve the objectives of the proposal on time and within budget. P. 36

The applicant provides a resumes and information detailing the experience of the leadership team on p. 139.

Weaknesses:

The management plan could be more detailed which would strengthen the proposal. Under the "Who" column, vague references to teachers, SLI, consultants, etc. are listed with no clear understanding of what consultants, who is the owner to make sure this activity occurs, etc. As this reviewer studied the plan, there were no names or individuals identified as overseeing the tasks. P. 33-35

Reader's Score: 9

Selection Criteria - Sustainability

1. The Secretary considers the adequacy of resources to continue the proposed project after the grant period ends. In determining the adequacy of resources and the potential for utility of the proposed project's activities and products by other organizations, the Secretary considers:

(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.

(2) The extent to which the proposed project is likely to yield findings and products (such as information, materials, processes, or techniques) that may be used by other agencies and organizations.

(3) The extent to which the applicant will disseminate information about results and outcomes of the proposed project in ways that will enable others, including the public, to use the information or strategies.

Strengths:

The RA proposal shows an approach that has a solid record of achievement and sustainability that this SEED grant will support as it looks to expand and improve its program. Support to continue the RA project will be likely with the private support and strong record of success they demonstrate in their proposal information. P. 36

The SEED grant allows them to leverage other private funding as they show themselves to be an innovative program that is doing recognized research on an acknowledged successful program. P. 35

West-Ed has a network of practitioners, researchers and policy makers who will support dissemination of their findings. Their website and print products are well regarded and they will also produce books, refereed articles, social media and presentations at conference. P. 30

Weaknesses:

No weaknesses seen.

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers one or more of the following factors:

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

(2) The extent to which the evaluation includes the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data.

(3) The extent to which the evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(4) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

Note: We encourage applicants to review the following technical assistance resources on evaluation: (1) WWC Procedures and Standards Handbook: <http://ies.ed.gov/ncee/wwc/references/idocviewer/doc.aspx?docid=19&tocid=1>; and (2) IES/NCEE Technical Methods papers: http://ies.ed.gov/ncee/tech_methods/.

Strengths:

This project identifies multiple methods they will use in monitoring and evaluating their SEED proposal. They will be tracking progress on their planning, designing and delivering institutes; piloting regional training institutes; and aligning institute curriculum and resources with the Common Core. They have designed 5 research questions that will guide their study. P. 41

An independent social policy research and evaluation firm with experience in professional development in literacy will be used to conduct the evaluation. Use of a mixed-, methods approach will provide information on the research questions. P. 41

Use of state test data, focus groups, and teacher surveys will provide information to inform the research that is both quantitative and qualitative. P. 48

Weaknesses:

The applicant gave information about the evaluation process through surveys and focus groups. There is no information about actual evaluation of teacher practice, which is an important performance measure. p.41

The applicant shared detail about use of an online platform but this reviewer could find no detail about how they would evaluate this important component of their project.

Priority Questions

Competitive Priority 2 - Improving Efficiency (Cost-Effectiveness)

1. This priority funds projects that will identify strategies for providing cost-effective, high-quality services at the State, regional, or local level by making better use of available resources. Such projects may include innovative and sustainable uses of technology, modification of school schedules and

teacher compensation systems, use of open educational resources (as defined in the notice), or other strategies.

General:

The applicant proposes to use online technology to provide face-to-face sessions that will decrease travel and other associated costs in training and provide a 24/7 access to professional development programs. Examples are provided that show the applicant's experience in using this platform for training. Use of the technology in this manner is a cost saving strategy as districts will not lose valuable teacher student contact nor will they have to pay for substitutes to free up teacher time. P. 3

Reader's Score: 1

Competitive Priority 3 - Promoting Science, Technology, Engineering, & Math

1. This priority funds projects that address one or both of the following priority areas:

(a) Increasing the opportunities for high-quality preparation of, or professional development for, teachers of STEM subjects.

(b) Increasing the number of individuals from groups traditionally underrepresented in STEM, including minorities, individuals with disabilities, and women, who are teachers of STEM subjects and have increased opportunities for high-quality preparation or professional development.

In addition, applicants must describe how they plan to measure the impact the proposed project activities have on teacher effectiveness. Applicants must determine teacher effectiveness through a rigorous, transparent, and fair evaluation in which performance is differentiated using multiple measures of effectiveness and based in significant part on student growth (as defined in this notice).

General:

The applicant demonstrates an approach that will provide 18,000 science students access to instruction where science teachers have had literacy instruction. Trainings where science teachers strengthen skills in reading and writing strategies show promise in improving student achievement and making teaching more effective. P.4

Reader's Score: 3

Status: Submitted
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