

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

Status: Submitted

Last Updated: 09/25/2012 07:51 AM

## Technical Review Coversheet

Applicant: Citizen Schools, Inc (U411C120082)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	25	22
<b>Significance</b>		
1. Significance	35	32
<b>Quality of the Management Plan and Personnel</b>		
1. Management and Personnel	20	19
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	0
<b>Sub Total</b>	100	73
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Innovations for Improving Early Learning Outcomes</b>		
1. CPP 6	1	
<b>Innovations that Support College Access &amp; Success</b>		
1. CPP 7	1	1
<b>Innovations to Address the Unique Learning Needs</b>		
1. CPP 8	1	
<b>Improving Productivity</b>		
1. CPP 9	1	1
<b>Technology</b>		
1. CPP 10	1	
<b>Sub Total</b>	5	2
<b>Total</b>	105	75

# Technical Review Form

Panel #4 - Full Development Panel - 4: 84.411C

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

Applicant: Citizen Schools, Inc (U411C120082)

## Questions

### 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 project design, the Secretary considers the following factors:

(1) The extent to which the proposed project has a clear set of goals and an explicit strategy, with actions that are (a) aligned with the priorities the eligible applicant is seeking to meet, and (b) expected to result in achieving the goals, objectives, and outcomes of the proposed project.

(2) The eligible applicants estimate of the cost of the proposed project, which includes the start-up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 250,000, and 500,000 students.

(3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

### Strengths:

The applicant has clear goals and strategies with actions that are aligned to priorities (pages 5-13) along with reasonable per student costs (page 11) and scale up cost (page 13).

The applicant presents a compelling case for the potential success and continuation past the end of the development grant of the STEM apprenticeship model based on previous results from their similar programs already in place (pages 4-6, 13)

### Weaknesses:

Although training for the citizen teachers and the teacher leaders are mentioned, more evidence is needed to show that the amount of training is enough for the success of the program (page 8). In addition, more evidence is needed to substantiate that the Citizen Schools Apprenticeship Quality Rubric is able to ensure that high-quality apprenticeships are in place (page 8.)

While the success of previous programs were established, more detail was needed about how the applicant intended to recruit students for the program especially the high-needs students who have typically be underrepresented in the STEM fields (page 4).

Reader's Score: 22

### Selection Criteria - Significance

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

- (1) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.
- (2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.
- (3) The extent to which the eligible applicant demonstrates that, if funded, the proposed project likely will have a positive impact, as measured by the importance or magnitude of the effect, on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

**Strengths:**

The applicant intends to develop resources and implementation tools for scaling this project and to help other sites implement the program (page 11). Due to the 44% matching funds, there is evidence that this program had obtained additional support to continue its effort to advance the knowledge and practices in the STEM education field of study (page 11).

**Weaknesses:**

Although the case was made for the importance of interest in STEM careers as important as achievement or course enrollment (page 16) and how other iterations of the program has supported student success (Appendix D), more evidence is needed to show how this STEM Apprenticeship program will have the same impact on improving students achievement, closing the achievement gap and the expected increase in college enrollment in the area of STEM.

While the applicant has had success in implementing these programs in the past, the ability to replicate the program by others who do not have the same partnerships with businesses and industries or who live in an area where there are limited STEM talent in the area limits the potential for advancing the field for others to replicate it to the full extent (page 18).

**Reader's Score: 32**

**Selection Criteria - Quality of the Management Plan and Personnel**

1. The Secretary considers the quality of the management plan and personnel for the proposed project. In determining the quality of the management plan and personnel 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, as well as tasks related to the sustainability and scalability of the proposed project.
- (2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.

**Strengths:**

The management plan is well conceived with clear objectives, activities, responsible personnel and timeline identified (page 30). Although the chart does not have every detail, it conveys the key aspects of the program and the expected deliverables that highlight features in the written narrative.

**Weaknesses:**

Although the project personnel experience in managing projects of the size and scope of the proposed project, the addition of the key personnel from the participating districts would help to sustain and possibly expand the program in the future (pages 20-21).

Reader's Score: 19

#### Selection Criteria - Quality of the Project Evaluation

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

- (1) The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, and permit periodic assessment of progress toward achieving intended outcomes.
- (2) The extent to which the evaluation will provide sufficient information about the key elements and approach of the project to facilitate further development, replication, or testing in other settings.
- (3) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

**Strengths:**

N/A - Scored by another reviewer.

**Weaknesses:**

N/A - Scored by another reviewer.

Reader's Score: 0

#### Priority Questions

##### Competitive Preference Priority - Innovations for Improving Early Learning Outcomes

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To meet this priority, applications must focus on

- (a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);
- (b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and
- (c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.

**Strengths:**

**Weaknesses:**

**Reader's Score:**

### **Competitive Preference Priority - Innovations that Support College Access & Success**

- 1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for K-12 students that**
  - (a) address students' preparedness and expectations related to college;**
  - (b) help students understand issues of college affordability and the financial aid and college application processes; and**
  - (c) provide support to students from peers and knowledgeable adults.**

#### **Strengths:**

In addition to previous research to show improved success in high school (Appendix D), the applicant addresses how the apprenticeships will help prepare students for college while addressing financial aid and the college application process through support from peers and knowledgeable adults (page 1).

#### **Weaknesses:**

Although the key aspects of the competitive preference priority was addressed (page 1), more details on how the volunteers leading the experiences would be able to meet this priority needs to be provided (page 8).

**Reader's Score:** 1

### **Competitive Preference Priority - Innovations to Address the Unique Learning Needs**

- 1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must provide for the implementation of particular practices, strategies, or programs that are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.**

#### **Strengths:**

#### **Weaknesses:**

**Reader's Score:**

### **Competitive Preference Priority - Improving Productivity**

- 1. We give competitive preference to applications for projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other**

**educational outcomes (i.e., outcome per unit of resource). 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 this notice), or other strategies.**

**Strengths:**

The applicant proposes a large scale use of volunteers to help provide content expertise and serve as role models for students with staff supporting their lesson planning and presentation (page 2) with the goal of obtaining similar results to previous research on Citizen Schools programs for increased interest in the content area and success in school(Appendix D).

**Weaknesses:**

Although the applicants states that the costs are comparable to or lower than other extended day options, some comparison of costs would be useful to provide more evidence to substantiate this claim (page 2).

**Reader's Score: 1**

**Competitive Preference Priority - Technology**

- 1. We give competitive preference to applications for projects that are designed to improve student achievement or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

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**Status:** Submitted  
**Last Updated:** 09/25/2012 07:51 AM

Status: Submitted

Last Updated: 09/21/2012 05:27 PM

## Technical Review Coversheet

Applicant: Citizen Schools, Inc (U411C120082)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	25	25
<b>Significance</b>		
1. Significance	35	35
<b>Quality of the Management Plan and Personnel</b>		
1. Management and Personnel	20	19
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	0
<b>Sub Total</b>	100	79
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Innovations for Improving Early Learning Outcomes</b>		
1. CPP 6	1	
<b>Innovations that Support College Access &amp; Success</b>		
1. CPP 7	1	1
<b>Innovations to Address the Unique Learning Needs</b>		
1. CPP 8	1	
<b>Improving Productivity</b>		
1. CPP 9	1	1
<b>Technology</b>		
1. CPP 10	1	
<b>Sub Total</b>	5	2
<b>Total</b>	105	81

# Technical Review Form

Panel #4 - Full Development Panel - 4: 84.411C

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

Applicant: Citizen Schools, Inc (U411C120082)

## Questions

### 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 project design, the Secretary considers the following factors:

(1) The extent to which the proposed project has a clear set of goals and an explicit strategy, with actions that are (a) aligned with the priorities the eligible applicant is seeking to meet, and (b) expected to result in achieving the goals, objectives, and outcomes of the proposed project.

(2) The eligible applicants estimate of the cost of the proposed project, which includes the start-up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 250,000, and 500,000 students.

(3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

### Strengths:

(1) Page #4/5 The applicant clearly delineates the goals of the project (implement 1500 volunteer-led semester long STEM apprenticeships, examine implementation and impact on student outcomes and develop resources and share learning). The program will serve students in high need areas where free or reduced lunch ranges from 70-89% and 85% of the population is minorities.

Page #6 /7/8 The applicant describes strategies designed to achieve the desired objectives. The program would train volunteer STEM professionals to co-teach with Team Leaders (Citizen school staff member) and conduct workshops where they share their own experiences and pathways and link their studies to students' future education and career opportunities. Students would have direct access to STEM professionals.

Page #8/4 The applicant describes a system of recruiting, training and ongoing support for volunteers that is commendable. Currently Citizen schools recruit 3,500 volunteers annually and have partnerships with Google, Rutgers University, New York Academy of Sciences, Cisco and other organizations. The program involves 5 hours of training in characteristics of high quality apprenticeships and ongoing support is provided by the Team Leader. These Team Leaders also receive a week of training and additional training as well as being observed formally 6 times a year. Observations of volunteers are based on a Citizen School's Rubric (Assessing Apprenticeship Quality Tool) that ensures lessons are aligned to goals, that lessons are hands-on and that the linkage between college to careers is attainable and clear to all students.

Page 9 The applicant provides evidence that the apprenticeship addresses the link between academic effort and future success, encouraging students to work toward a goal. This is achieved through career panels, field trips to workplaces and volunteers sharing their own experiences. Two "21st century skills" are emphasized and formally rated twice a year - informational analysis and critical thinking. Evidence supporting participation in apprenticeships and increased interest in STEM fields is provided.

(2) Page # 12 The applicant justifies the cost of the project and estimates a \$1013 per student annual cost.

Page #12 The applicant estimates the cost of reaching 100,000 students (\$101 million), the estimated cost of

reaching 250,000 students (\$253 mil) and the estimated cost of reaching 500,000 students (\$507 mil).

(3) Page #2/12 The applicant has presented costs that are reasonable to achieve the goals stated. They present evidence from Bain & Co that found Citizen Schools' direct costs are comparable to other community based programs but its services are of higher quality.

(4)  
Page #13 The applicant has presented a collaborative plan that relies on collaboration between Citizen Schools and partner districts. This collaboration is already in place and the proposed program will be evaluated in the pilot year and adjustments made to continuously improve the program. on the successful aspects of the program. The applicant has proposed that joint planning will take place between Citizen Schools and partner districts for future programs during the project period.

Page #13 The applicant reveals that Citizen schools will develop resources that will expand the apprenticeship program within and beyond the Citizen Schools network after the project period ends.

**Weaknesses:**

No weakness noted.

**Reader's Score: 25**

**Selection Criteria - Significance**

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

- (1) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.**
- (2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.**
- (3) The extent to which the eligible applicant demonstrates that, if funded, the proposed project likely will have a positive impact, as measured by the importance or magnitude of the effect, on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.**

**Strengths:**

(1)  
Page #13 The applicant describes a exceptional program that overcomes barriers to low income students gaining access to STEM professionals. They designed the apprenticeship program to bring the experts to the students.

Page #14 The applicant describes a program that is sustainable and meaningful-allowing STEM volunteers to share their experiences with students and to make a difference.

Page #14 The applicant describes a program that addresses students' future pathways in the middle grades. This is a time when students' attitudes and the direction they will pursue in terms of future studies begins to form. It would translate into increasing high school rates and increasing college enrollment.

(2) Page #15 The applicant has produced evidence that the Citizen Schools' program will positively affect student attendance, grades, state test scores, and graduation rates.

Page #15/16 The applicant has presented evidence that interest in STEM related fields would grow after exposure to the proposed program and would even affect college STEM choices.

(3) Page #16 The applicant has described a program that will become a model for others that may be

replicated and scaled and thus have a far reaching impact on student achievement, post secondary STEM study and completion rates.

Page #17 The applicant has proposed a program that engages STEM professionals through volunteer experiences and brings them into the classroom to share experiences and stimulate interest in STEM studies. The generous amount of time with STEM professionals in the classroom is a very positive aspect of this program. Increased interest in 8th grade has been demonstrated to increase the likelihood that a post secondary STEM degree would be earned.

Page #17 The applicant describes a project that will produce data on apprenticeships, implementation and the effect of it on students ' interest and preparation for advanced work in STEM subjects. If successful the project should impact and increase college enrollment in STEM subjects, increase high school graduation rates and improve student achievement.

**Weaknesses:**

No weakness noted.

**Reader's Score: 35**

**Selection Criteria - Quality of the Management Plan and Personnel**

**1. The Secretary considers the quality of the management plan and personnel for the proposed project. In determining the quality of the management plan and personnel 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, as well as tasks related to the sustainability and scalability of the proposed project.**

**(2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.**

**Strengths:**

(1) Page #17 The applicant presents evidence that the project partners have been successful and have experience in managing large complex projects.

Page #18 The applicant has presented evidence that the project partners have been successful in recruiting volunteers, training them and supporting them. These are all qualities that are essential and would contribute to the success of the proposed program.

Page #30 The applicant presents a timeline that outlines responsibilities, milestones and personnel responsible for each. The timeline contains objectives linked to activities, the time in which it is to be accomplished and the responsible personnel. The timeline is a road map for the program and will keep the program and the lead personnel on track and on time to accomplish the goals of the program.

(2) Page #20 The applicant presents lead personnel that have experience in recruiting and training volunteers, implementing educational programs for high needs students, and the ability to work in partnership with other organizations.

Page #appendix F The applicant provides resumes that assure that the key personnel have the background, education and experience necessary to lead projects of this size and scope.

**Weaknesses:**

1) page 16/17 The applicant proposes that the project is "ready to be replicated and scaled." It is further stated that "There is a profound need for an imaginative approach to STEM education that utilizes all of the resources available in our communities." However the applicant does not address the issue of replication in areas where resources are very sparse (rural areas) or where accessibility to STEM professionals would not be readily available. This would prevent the replication of the program in these areas and limit the program's scalability.

**Reader's Score:** 19

**Selection Criteria - Quality of the Project Evaluation**

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

- (1) The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, and permit periodic assessment of progress toward achieving intended outcomes.
- (2) The extent to which the evaluation will provide sufficient information about the key elements and approach of the project to facilitate further development, replication, or testing in other settings.
- (3) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

**Strengths:**

NA - Scored by another reviewer

**Weaknesses:**

NA - Scored by another reviewer

**Reader's Score:** 0

**Priority Questions****Competitive Preference Priority - Innovations for Improving Early Learning Outcomes**

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To meet this priority, applications must focus on

- (a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);
- (b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and
- (c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.

**Strengths:**

**Weaknesses:**

**Reader's Score:**

**Competitive Preference Priority - Innovations that Support College Access & Success**

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for K-12 students that

- (a) address students' preparedness and expectations related to college;
- (b) help students understand issues of college affordability and the financial aid and college application processes; and
- (c) provide support to students from peers and knowledgeable adults.

**Strengths:**

- a) Page #1/9/5 The applicant has presented a plan that incorporates discussions led by staff and community volunteers about their own college experiences, the value of a college education and what it takes to prepare for and succeed in college. Field trips to workplaces and colleges are another component of the strategy.
- b) Page #1/9 The applicant describes apprenticeships that help students understand affordability, the financial aid process and application process. They provide data that showed 80% of the students who had participated in STEM apprenticeships showed interest in STEM fields and careers. A rating system is in place to determine the effectiveness of college and career awareness as related to the apprenticeship program.

**Weaknesses:**

No weakness noted.

**Reader's Score:** 1

**Competitive Preference Priority - Innovations to Address the Unique Learning Needs**

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must provide for the implementation of particular practices, strategies, or programs that are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.

**Strengths:**

**Weaknesses:**

**Reader's Score:**

**Competitive Preference Priority - Improving Productivity**

1. We give competitive preference to applications for projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource). 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 this notice), or other strategies.

**Strengths:**

Page #e22 The applicant describes strategies that will significantly increase efficiency in the use of time and staff while improving educational outcomes. The strategies mentioned are the use of volunteers who along with staff to co-teach. The volunteers serve as role models for students and the staff supports lesson planning, management, and connecting apprenticeships to the rest of the school day.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 1

**Competitive Preference Priority - Technology**

1. We give competitive preference to applications for projects that are designed to improve student achievement or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

**Strengths:**

**Weaknesses:**

**Reader's Score:**

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**Status:** Submitted  
**Last Updated:** 09/21/2012 05:27 PM



Status: Submitted

Last Updated: 09/21/2012 03:39 PM

## Technical Review Coversheet

Applicant: Citizen Schools, Inc (U411C120082)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	25	22
<b>Significance</b>		
1. Significance	35	32
<b>Quality of the Management Plan and Personnel</b>		
1. Management and Personnel	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	0
<b>Sub Total</b>	100	74
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Innovations for Improving Early Learning Outcomes</b>		
1. CPP 6	1	0
<b>Innovations that Support College Access &amp; Success</b>		
1. CPP 7	1	1
<b>Innovations to Address the Unique Learning Needs</b>		
1. CPP 8	1	0
<b>Improving Productivity</b>		
1. CPP 9	1	0
<b>Technology</b>		
1. CPP 10	1	0
<b>Sub Total</b>	5	1
<b>Total</b>	105	75

# Technical Review Form

Panel #4 - Full Development Panel - 4: 84.411C

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

Applicant: Citizen Schools, Inc (U411C120082)

## Questions

### 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 project design, the Secretary considers the following factors:

(1) The extent to which the proposed project has a clear set of goals and an explicit strategy, with actions that are (a) aligned with the priorities the eligible applicant is seeking to meet, and (b) expected to result in achieving the goals, objectives, and outcomes of the proposed project.

(2) The eligible applicants estimate of the cost of the proposed project, which includes the start-up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 250,000, and 500,000 students.

(3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

### Strengths:

The STEM apprenticeship model proposes to extend learning with optional after school programs (p. 4). The goals of implementing volunteer-led apprenticeships, examining implementation and impact on student outcomes, and developing resources and share learning are supported with clear strategies for implementation (pp. 5-6). The strategies of 90 minute sessions centered on topics and projects led by professionals in STEM fields offers authentic connections to current issues in the STEM workforce (p. 6). Further, access to experts in the field provides formal and informal mentoring opportunities for students who normally would not be affiliated with professionals in STEM fields (p. 7). Further, multiple volunteers from Google, state agencies, Duke Energy, and Generation Technology have already been secured (p. 7). The training and support provided to volunteers will aide in the alignment to proper pedagogical strategies (p. 8). The co-teaching model will further aid professionals in transitioning to K-12 educational endeavors with the help of Citizen Schools leaders. The volunteers will also be observed and rated on a rubric to ensure quality instruction. Offering students choices over which apprenticeships to partake in, establishing college and career goals, and sharing their endeavors with the community will offer personalized motivation and follow through with the goals of the project (p. 9). The improvement and development of open source STEM apprenticeship curricula will aid in perpetuating the program after the grant has ended (p. 11). The cost associated with the project is reasonable given the access to current STEM information and quality role models (p. 11). The cost per student estimate of \$1,013 is appropriate given the start-up cost as well as the access to STEM professionals (p. 12).

### Weaknesses:

Given that the program is optional and after school, it is unclear what recruitment strategies will take place to ensure enrollment from high-need students (p. 4). Further detail regarding if and how the curricula will align with current K-12 curricula in the local school systems and if and how collaborative efforts will be fostered with credentialed STEM educators would strengthen the application. It is unclear if the strategies associated with transforming STEM professionals into after school teachers holds enough training and support to adequately educate students appropriately with pedagogical strategies and proven curricula.

**Selection Criteria - Significance**

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

- (1) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.**
- (2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.**
- (3) The extent to which the eligible applicant demonstrates that, if funded, the proposed project likely will have a positive impact, as measured by the importance or magnitude of the effect, on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.**

**Strengths:**

The proposal offers an exceptional approach by connecting local students with experts in STEM fields, thus providing real-life applications, projects, and mentors in the community (p. 13). The application also seeks to facilitate interest in the middle school level, thus changing current trajectories of students from low achieving to high achieving with an interest in STEM related activities (p. 14). This is critical and exceptional since many students solidify their interest in STEM related careers by eighth grade (p. 15). Further, research shows an effective means of introducing students to STEM professions is through engagement in activities that closely model how STEM is used in the workforce. The volunteers have the expertise to provide these up to date experiences. The model offers clear results with regard to increased attendance, grades, test scores, and graduation rates (p. 15). Students attitudes toward STEM activities improve and their likelihood of majoring in a STEM subject increases provided their interests are fostered by eighth grade (p. 16). The volunteers are in a unique position to foster this interest. The application would enhance, advance, and develop knowledge in after school STEM programs, provide a model for engagement, and solidify curricula and training for future endeavors (pp. 16-17).

**Weaknesses:**

The application would be strengthened by providing links as to how the voluntary program contributes to the claims of increased attendance, grades, test scores, and graduation rates via how it complements the current curricula in k-12 settings.

**Selection Criteria - Quality of the Management Plan and Personnel**

**1. The Secretary considers the quality of the management plan and personnel for the proposed project. In determining the quality of the management plan and personnel 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, as well as tasks related to the sustainability and scalability of the proposed project.**
- (2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.**

**Strengths:**

The company associated with the application has 17 years of similar experience with endeavors such as this (p. 17). This experience will be incorporated in the current proposal. The ability to recruit and train volunteers will ensure timeliness, clearly defined responsibilities of the volunteers, and that milestones are monitored (p. 18). The previous experience with Google, Cognizant Technology Solutions, National Science Foundation, and US Department of Education grants ensures adequate prior experience with endeavors of this kind (p. 19). The qualifications of key stakeholders are varied and complimentary to the current proposal (p. 20). The matrix of responsibilities, timelines, and milestones will ensure clear recognition of duties and communication between stakeholders (p. 30).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 20**

**Selection Criteria - Quality of the Project Evaluation**

**1. The Secretary considers the quality of the project evaluation. In determining the quality of the project evaluation to be conducted, the Secretary considers the following factors:**

- (1) The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, and permit periodic assessment of progress toward achieving intended outcomes.**
- (2) The extent to which the evaluation will provide sufficient information about the key elements and approach of the project to facilitate further development, replication, or testing in other settings.**
- (3) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.**

**Strengths:**

N/A- scored by another reviewer

**Weaknesses:**

**Reader's Score: 0**

**Priority Questions****Competitive Preference Priority - Innovations for Improving Early Learning Outcomes**

**1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To meet this priority, applications must focus on**

- (a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);**
- (b) improving developmental milestones and standards and aligning them with appropriate**

outcome measures; and

(c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.

**Strengths:**

NA

**Weaknesses:**

NA

**Reader's Score: 0**

**Competitive Preference Priority - Innovations that Support College Access & Success**

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for K-12 students that

(a) address students' preparedness and expectations related to college;

(b) help students understand issues of college affordability and the financial aid and college application processes; and

(c) provide support to students from peers and knowledgeable adults.

**Strengths:**

The application will support college access by providing role models in STEM related careers, thus ensuring students have accurate depictions of what careers in STEM professions will be like. Informal conversations will aid students in their endeavors of understanding college affordability, financial aid, and the college application process.

**Weaknesses:**

It is unclear what, if any, formal help will be provided to students with regard to how the project will address issues of college affordability, financial aid, and the college application process.

**Reader's Score: 1**

**Competitive Preference Priority - Innovations to Address the Unique Learning Needs**

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must provide for the implementation of particular practices, strategies, or programs that are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.

**Strengths:**

NA

**Weaknesses:**

NA

**Reader's Score:** 0

**Competitive Preference Priority - Improving Productivity**

1. We give competitive preference to applications for projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource). 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 this notice), or other strategies.

**Strengths:**

The volunteer status of the STEM professionals offers a low cost solution to connections with the community.

**Weaknesses:**

It is unclear how the after school program will work in conjunction with the current endeavors of the LEA to improve productivity. It is also unclear if any of the endeavors will complement and/or inform the current k-12 STEM curricula in the LEAs.

**Reader's Score:** 0

**Competitive Preference Priority - Technology**

1. We give competitive preference to applications for projects that are designed to improve student achievement or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

**Strengths:**

NA

**Weaknesses:**

NA

**Reader's Score:** 0

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**Status:** Submitted

**Last Updated:** 09/21/2012 03:39 PM

Status: Submitted

Last Updated: 09/24/2012 01:27 PM

## Technical Review Coversheet

Applicant: Citizen Schools, Inc (U411C120082)

Reader #4: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	25	0
<b>Significance</b>		
1. Significance	35	0
<b>Quality of the Management Plan and Personnel</b>		
1. Management and Personnel	20	0
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	19
<b>Sub Total</b>	100	19
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Innovations for Improving Early Learning Outcomes</b>		
1. CPP 6	1	
<b>Innovations that Support College Access &amp; Success</b>		
1. CPP 7	1	
<b>Innovations to Address the Unique Learning Needs</b>		
1. CPP 8	1	
<b>Improving Productivity</b>		
1. CPP 9	1	
<b>Technology</b>		
1. CPP 10	1	
<b>Sub Total</b>	5	
<b>Total</b>	105	19

# Technical Review Form

Panel #4 - Full Development Panel - 4: 84.411C

Reader #4: \*\*\*\*\*

Applicant: Citizen Schools, Inc (U411C120082)

## Questions

### 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 project design, the Secretary considers the following factors:

(1) The extent to which the proposed project has a clear set of goals and an explicit strategy, with actions that are (a) aligned with the priorities the eligible applicant is seeking to meet, and (b) expected to result in achieving the goals, objectives, and outcomes of the proposed project.

(2) The eligible applicants estimate of the cost of the proposed project, which includes the start-up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 250,000, and 500,000 students.

(3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

#### Strengths:

N/A - Scored by another reviewer

#### Weaknesses:

N/A - Scored by another reviewer

Reader's Score: 0

### Selection Criteria - Significance

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

(1) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the eligible applicant demonstrates that, if funded, the proposed project likely will have a positive impact, as measured by the importance or magnitude of the effect, on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

**Strengths:**

N/A - Scored by another reviewer

**Weaknesses:**

N/A - Scored by another reviewer

**Reader's Score: 0**

**Selection Criteria - Quality of the Management Plan and Personnel**

1. The Secretary considers the quality of the management plan and personnel for the proposed project. In determining the quality of the management plan and personnel 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, as well as tasks related to the sustainability and scalability of the proposed project.

(2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.

**Strengths:**

N/A - Scored by another reviewer

**Weaknesses:**

N/A - Scored by another reviewer

**Reader's Score: 0**

**Selection Criteria - Quality of the Project Evaluation**

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

(1) The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, and permit periodic assessment of progress toward achieving intended outcomes.

(2) The extent to which the evaluation will provide sufficient information about the key elements and approach of the project to facilitate further development, replication, or testing in other settings.

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

**Strengths:**

The proposed evaluation firm has the necessary background and experience to provide a rigorous evaluation.

The applicant proposes very strongly quantitative methodology. The use of the implementation index to link the outcomes to the fidelity of the implementation is a rarely used but powerful analytical tool (pg 25). Also, an appropriate use of an interrupted time series is proposed. The elimination of comparison schools likely to

implement the model is an excellent technique to minimize error (pg 26).

The logic model presented is well developed and specific (pg 29).

Adequate funds have been budgeted for a quality evaluation (pg 21).

The measures to be employed to answer the evaluation questions have been identified.

**Weaknesses:**

As rigorous as the proposed quantitative analysis appears to be, it needs measures which are reliable and valid. The applicant identified the proposed measures but failed to provide information on their reliability and validity.

**Reader's Score: 19**

**Priority Questions**

**Competitive Preference Priority - Innovations for Improving Early Learning Outcomes**

**1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To meet this priority, applications must focus on**

**(a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);**

**(b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and**

**(c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

**Competitive Preference Priority - Innovations that Support College Access & Success**

**1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for K-12 students that**

**(a) address students' preparedness and expectations related to college;**

(b) help students understand issues of college affordability and the financial aid and college application processes; and

(c) provide support to students from peers and knowledgeable adults.

**Strengths:**

**Weaknesses:**

**Reader's Score:**

#### **Competitive Preference Priority - Innovations to Address the Unique Learning Needs**

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must provide for the implementation of particular practices, strategies, or programs that are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.

**Strengths:**

**Weaknesses:**

**Reader's Score:**

#### **Competitive Preference Priority - Improving Productivity**

1. We give competitive preference to applications for projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource). 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 this notice), or other strategies.

**Strengths:**

**Weaknesses:**

**Reader's Score:**

## Competitive Preference Priority - Technology

1. We give competitive preference to applications for projects that are designed to improve student achievement or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

**Strengths:**

**Weaknesses:**

**Reader's Score:**

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**Status:** Submitted  
**Last Updated:** 09/24/2012 01:27 PM

Status: Submitted

Last Updated: 09/21/2012 03:44 PM

## Technical Review Coversheet

Applicant: Citizen Schools, Inc (U411C120082)

Reader #5: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	25	0
<b>Significance</b>		
1. Significance	35	0
<b>Quality of the Management Plan and Personnel</b>		
1. Management and Personnel	20	0
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Sub Total</b>	100	20
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Innovations for Improving Early Learning Outcomes</b>		
1. CPP 6	1	
<b>Innovations that Support College Access &amp; Success</b>		
1. CPP 7	1	
<b>Innovations to Address the Unique Learning Needs</b>		
1. CPP 8	1	
<b>Improving Productivity</b>		
1. CPP 9	1	
<b>Technology</b>		
1. CPP 10	1	
<b>Sub Total</b>	5	
<b>Total</b>	105	20

# Technical Review Form

Panel #4 - Full Development Panel - 4: 84.411C

Reader #5: \*\*\*\*\*

Applicant: Citizen Schools, Inc (U411C120082)

## Questions

### 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 project design, the Secretary considers the following factors:

(1) The extent to which the proposed project has a clear set of goals and an explicit strategy, with actions that are (a) aligned with the priorities the eligible applicant is seeking to meet, and (b) expected to result in achieving the goals, objectives, and outcomes of the proposed project.

(2) The eligible applicants estimate of the cost of the proposed project, which includes the start-up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 250,000, and 500,000 students.

(3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

#### Strengths:

NA

#### Weaknesses:

NA

Reader's Score: 0

### Selection Criteria - Significance

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

(1) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the eligible applicant demonstrates that, if funded, the proposed project likely will have a positive impact, as measured by the importance or magnitude of the effect, on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

**Strengths:**

NA

**Weaknesses:**

NA

Reader's Score: 0

**Selection Criteria - Quality of the Management Plan and Personnel**

1. The Secretary considers the quality of the management plan and personnel for the proposed project. In determining the quality of the management plan and personnel 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, as well as tasks related to the sustainability and scalability of the proposed project.

(2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.

**Strengths:**

NA

**Weaknesses:**

NA

Reader's Score: 0

**Selection Criteria - Quality of the Project Evaluation**

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

(1) The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, and permit periodic assessment of progress toward achieving intended outcomes.

(2) The extent to which the evaluation will provide sufficient information about the key elements and approach of the project to facilitate further development, replication, or testing in other settings.

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

**Strengths:**

The applicant has identified four key questions for its implementation study and its impact study (pp. e42-e43). These questions will aid in program development, determining project's effects, and future implementation. The proposed design is appropriate for the research questions.

The proposed evaluation plan includes collecting a variety of data sources, including observations, interviews, and surveys to determine impact (pp. e43-e44).

The applicant plans to use implementation from the first year as formative data to make program adjustments (pp. e25, e41, e50).

The applicant described a research design that will use a detailed process for selecting matching schools and students (pp. e45-e46). This extensive process that incorporates demographics, prior assessment results, and a four-to-one match of control schools will increase the statistical power of the study.

The evaluator estimated minimal detectable effect sizes for both math and science that appear suitable (pp. e46-e47).

The applicant included a logic model showing resources, activities, outputs, and short and long-term outcomes (p. e49). It is aligned with its research questions, proposed methods, and goals.

The evaluation plan will deal with attrition and through the selection of four control students to each in treatment. This will ensure the quasi-experimental design will take place, even when students leave (pp. e46-e47).

The applicant designed this project to contribute to the field of STEM research. It expects to produce a replicable program model, an example of sustainable ways to engage volunteers, curriculum, evidence of impact, and information on implementing apprenticeship programs (pp. e36-e37).

The applicant plans to share results as indicated by one of its goals, develop resources and share learning to inform the field and support future implementation by the project partners and others (p. e27).

The applicant has identified an independent evaluator with experience evaluating similar projects (p. e21, e178-e179).

The applicant has budgeted adequate funding for the evaluation at approximately 10% (p. e41, e184).

**Weaknesses:**

No weaknesses found.

**Reader's Score: 20**

**Priority Questions**

**Competitive Preference Priority - Innovations for Improving Early Learning Outcomes**

**1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To meet this priority, applications must focus on**

**(a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);**

**(b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and**

**(c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.**

**Strengths:**

**Weaknesses:**

**Reader's Score:**

### **Competitive Preference Priority - Innovations that Support College Access & Success**

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for K-12 students that

- (a) address students' preparedness and expectations related to college;
- (b) help students understand issues of college affordability and the financial aid and college application processes; and
- (c) provide support to students from peers and knowledgeable adults.

**Strengths:**

**Weaknesses:**

**Reader's Score:**

### **Competitive Preference Priority - Innovations to Address the Unique Learning Needs**

1. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must provide for the implementation of particular practices, strategies, or programs that are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.

**Strengths:**

**Weaknesses:**

**Reader's Score:**

### **Competitive Preference Priority - Improving Productivity**

1. We give competitive preference to applications for projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource). 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 this notice), or other strategies.

**Strengths:**

**Weaknesses:**

**Reader's Score:**

**Competitive Preference Priority - Technology**

1. We give competitive preference to applications for projects that are designed to improve student achievement or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

**Strengths:**

**Weaknesses:**

**Reader's Score:**

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**Status:** Submitted  
**Last Updated:** 09/21/2012 03:44 PM