

FY2013 RACE TO THE TOP – DISTRICT PEER REVIEWER TRAINING



October 2013

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Welcome

Please join the conference:

Conference Line: 1-888-606-5917

Participant code: 3010243

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Goals and Introductions

Goals for the Training

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- ❑ Ensure that Peer Reviewers understand:
 - ❑ Your roles and responsibilities – and those of the ED staff who will be supporting you
 - ❑ Conflict of interest, ethics, and confidentiality issues
 - ❑ The FY13 Race to the Top – District program – its requirements, priorities, and selection criteria
 - ❑ How to score applications
 - ❑ How to write high-quality comments

Agenda: Day One

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- ❑ Welcome
- ❑ Overview of the Peer Review Process and Understanding the Application
- ❑ Eligibility and Program Requirements
- ❑ Conflict of Interest and Ethics & Confidentiality Agreements
- ❑ Absolute Priorities
- ❑ Selection Criteria A and B
- ❑ Introduction to Scoring/Workshop #1: Introduction to Scoring
- ❑ Selection Criteria C and D
- ❑ Introduction to Writing Comments/Workshops #3: High-quality Comments
- ❑ Selection Criteria E and F
- ❑ Scoring and Comments Revisited
- ❑ Workshop #4: Practice Writing Comments
- ❑ Logistics and Next Steps

Agenda: Day Two

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- ❑ Welcome and Announcements
- ❑ Workshop #4: Practice Writing Comments
- ❑ Competitive Preference Priority
- ❑ Review Process/Timeline
- ❑ Organizing your Review: Advice from Previous Reviewers
- ❑ Application Review System (ARS)
- ❑ Final Q&A
- ❑ Logistics and Next Steps

FY13 Peer Reviewer Handbook

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- ❑ Agenda
- ❑ Important Contact Information
- ❑ Presentations for Day One and Day Two
- ❑ Workshops #1-6
- ❑ Application Review System (ARS) Presentation
- ❑ Scoring Tool
- ❑ Scoring Overview and Chart
- ❑ Technical Review Form (TRF) Flowchart
- ❑ Background and Executive Summary
- ❑ Frequently Asked Questions (FAQs)
- ❑ Application Template
- ❑ Notice Inviting Application (NIA)

Materials for Webinar Sessions

- ❑ You should have received an email with the following materials that we will use as part of the webinars today and tomorrow:
 - ❑ Revised presentations for each webinar session
 - ❑ Instructions and materials for Workshops #1, #2, #3, and #4.
 - ❑ Application Review System (ARS) presentation
 - ❑ Off-site Technical Review Form (TRF) process

ED Staff Introductions

- ❑ Ann Whalen, *Director, Implementation and Support Unit (ISU)*
- ❑ Jim Butler, *Race to the Top – District Competition Advisor, ISU*
- ❑ Meredith Farace, *Race to the Top – District Competition Advisor, ISU*
- ❑ Melissa Siry, *Race to the Top – District Competition Advisor, ISU*
- ❑ Renee Faulkner, *Race to the Top – District Competition Manager, ISU*
- ❑ Loveen Bains, *Race to the Top – District Competition Manager, ISU*
- ❑ Marcella Goodridge, *Office of the General Counsel (OGC)*
- ❑ Jane Hess, *OGC*
- ❑ Rachel Peternith, *OGC*
- ❑ Shaw Vanze, *OGC*
- ❑ Competition Support Team, *ED*
- ❑ Panel Monitors, *ED*

Questions, Polls, and Discussion

- ❑ Please feel free to send in questions using the chat function. You are welcome to submit questions at any time. We will stop throughout the presentation to answer questions.
 - ❑ We will not respond to questions individually; instead we will share the questions and responses with all participants.
- ❑ If you have questions that are not addressed during the webinar, please submit them by email to racetothetopreview@ed.gov.
- ❑ We will be conducting several polls throughout the presentation. These will include both multiple choice and short answer responses. We will provide instructions with our first poll.
- ❑ We will also be pausing throughout the presentation for discussion. We may call on participants or ask for volunteers to respond to discussion questions.

Poll Instructions

- ❑ Throughout the presentation, we will be using the WebEx poll feature
- ❑ On the right-hand side of your webinar screen, under the “Polling” tab, you should see two new poll questions
- ❑ Use your mouse to select an answer and type a short answer response, then click “Submit”
- ❑ Once all answers are submitted, you can view the poll results on the right-hand side of the screen

Participant Introductions

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- ❑ Before we begin, we want to learn more about all of you
- ❑ Please respond to the poll by answering the following two questions:
 - 1) What is your background?
 1. State Education Agency employee
 2. School district employee
 3. Principal or teacher
 4. Consultant
 5. Higher education employee
 6. Other

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Race to the Top - District Program

Overview of Race to the Top

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- ❑ Race to the Top, Phases 1-3: ~\$4.2B competitive grant awards to 18 States and the District of Columbia
- ❑ Race to the Top, Early Learning Challenge (ELC), Phases 1-3: ~\$2B competitive grant awards to States
- ❑ FY12 Race to the Top – District grants: ~ \$383M competitive grant awards to 16 grantees
- ❑ FY13 Race to the Top – District competition: ~\$120M competitive grant for local educational agencies (LEAs)

Changes from FY 2012 Competition

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- ❑ The priorities, requirements, definitions, and selection criteria in this document are almost identical to those used in the FY 2012 competition
- ❑ There have been three primary changes to the selection criteria from last year's competition:
 - ❑ Removal of the Optional Budget Supplement;
 - ❑ Reduction of the maximum and minimum amount of funding for which an applicant may apply; and
 - ❑ Removal of Selection Criterion (B)(5) Analysis of Needs and Gaps.

FY13 Race to the Top – District Timeline

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- ❑ April 16, 2013: Notice of Proposed Priorities (NPP) published
- ❑ August 6, 2013: Notice of Final Priorities (NFP), Notice Inviting Applicants (NIA) and application released
- ❑ October 3, 2013: Applications due
 - ❑ October 10, 2013: Applications due (designated counties in CO)
- ❑ October 15-November 6, 2013: Off-site Peer Review
- ❑ November 18-22, 2013: On-site review for finalists
- ❑ December 2013: Award grants

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Role of Peer Reviewers

Peer Review Process

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- ❑ Peer Reviewers play a central role in the Department's discretionary grant programs
- ❑ Applications will be reviewed and scored by a panel of Peer Reviewers
- ❑ Grants will be awarded on a competitive basis to LEAs or consortia of LEAs
- ❑ Goals of the Peer Review Process:
 - ❑ Ensure a level playing field for applications
 - ❑ Maximize intra- and inter-panel reliability and consistency
 - ❑ Recommend applications for awards to the Department

Role of Peer Reviewers

- ❑ Peer Reviewers will allot points based on the extent to which the applicant meets the criteria and the competitive preference priority, including existing track record and conditions as well as future plans
- ❑ In making judgments, reviewers will consider the extent to which the applicant has a high-quality plan and ambitious yet achievable goals, performance measures, and annual targets, where applicable
- ❑ Peer Reviewers will be assessing multiple aspects of applicants' proposals. It is possible that an applicant that fails to earn points or earns a low number of points on one criterion might still win a grant by earning high points on other criteria
- ❑ Applicants need not address every individual selection criterion. However, an applicant will not earn points for selection criteria that it does not address

Role of Peer Reviewers

- ❑ As a Peer Reviewer, your job is to:
 - ❑ Carefully read and consider each assigned application in its totality
 - ❑ Decide how many points an application has earned based on the selection criteria, priorities, and scoring chart
 - ❑ Write comments that justify your scores and that provide feedback to applicants
 - ❑ Determine if each assigned application meets Absolute Priority 1
 - ❑ Participate fully in panel discussions
 - ❑ Draw upon your expertise, but do not introduce outside knowledge about particular applicants
 - ❑ Be available for the entire review process and adhere to review timelines
 - ❑ Maintain confidentiality and discretion throughout the review process

Application Assignment

- ❑ Each application will be assigned to three Peer Reviewers
 - ❑ Peer Reviewers are not assigned to States or districts where they live or have potential conflicts
- ❑ If you discover a potential conflict while reading an application, please tell the Department immediately so that we can reassign that application
- ❑ Panels of Peer Reviewers will likely review three applications
- ❑ In addition to compensation for the Peer Reviewer training, Peer Reviewers will receive compensation based on the number of applications reviewed

Alternate Peer Reviewers

- ❑ If assigned as an alternate Peer Reviewer, you may be called upon during the application review and scoring period as needed
- ❑ Alternate Peer Reviewers who receive assignments during the course of the application review and scoring period will be compensated at the same rate per application as Peer Reviewers

Role of ED Staff

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- ❑ Panel Monitors:
 - ❑ Review application scores and comments
 - ❑ Assist Peer Reviewers, as necessary
 - ❑ Facilitate panel discussions
 - ❑ Sign final Technical Review Form
- ❑ Co-Competition Managers and Competition Support Team:
 - ❑ Respond to questions from Peer Reviewers and Panel Monitors
 - ❑ Provide general competition support
 - ❑ Ensure the process is running smoothly and all timelines and requirements are met

Questions regarding Conflict of Interest:

Marcella.Goodridge@ed.gov

Send Conflict of Interest survey and Peer Reviewer Agreement to:

Email: RTTDLogistics@mikogroup.com

Fax: (855) 631-0649

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Ethics & Confidentiality Agreements

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Understanding the Application

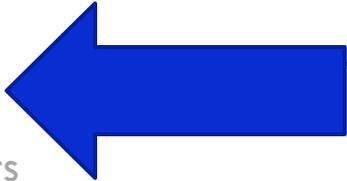
Parts of the Application

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- I. Application Introduction, Instructions, and Submission Procedures
- II. Eligibility Requirements
- III. Application Requirements
- IV. Application Assurances
- V. Program-specific Assurances for Individual Applicants
- VI. Program-specific Assurances for Consortia Applicants
- VII. Other Assurances and Certifications
- VIII. Absolute Priorities
- IX. Selection Criteria
- X. Competitive Preference Priority
- XI. Budget
- XII. Definitions
- XIII. Memorandum of Understanding for Consortia Applications
- XIV. Scoring Overview and Chart
- XV. Program Requirements
- XVI. Reporting Requirements
- XVII. Contracting for Services
- XVIII. Intergovernmental Review
- XIX. Application Checklist for Individual Applicants
- XX. Application Checklist for Consortia Applicants
- XXI. Appendix

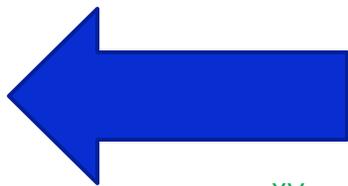
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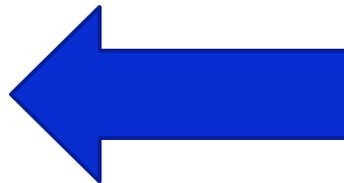
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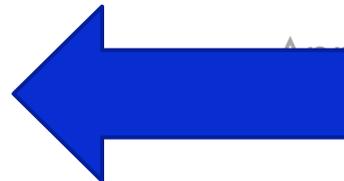
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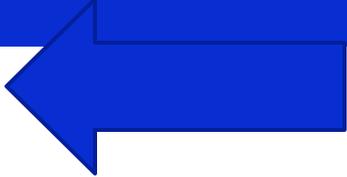
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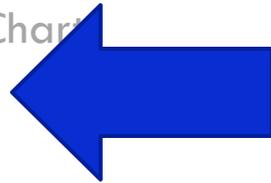
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Eligibility and Program Requirements

Eligibility Requirements

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- Local educational agency is a **Key Defined Term** section 9101(26) of the ESEA, except that an entity described under section 9101(26)(D) must be recognized under applicable State law as a local educational agency

Helpful FAQs

FAQ
C-1

Eligibility Requirements

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- ❑ Local educational agency is an entity as defined in section 9101(26) of the Elementary and Secondary Education Act (ESEA), except that an entity described under section 9101(26)(D) must be recognized under applicable State law as a local educational agency

Eligibility Requirements

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- ❑ Eligible applicants:
 - ❑ Individual **LEAs** (as defined) or a consortium of LEAs serving a minimum of 2,000 **participating students** (as defined)
 - ❑ Consortium of LEAs serving fewer than 2,000 participating students, provided that those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are **participating students** (as defined)
- ❑ An LEA may only participate in one Race to the Top - District application
- ❑ Successful applicants (i.e., grantees) from past Race to the Top – District competitions may not apply for additional funding
- ❑ At least 40 percent of participating students across all **participating schools** (as defined) must be from low-income families
- ❑ Applicants must demonstrate commitment to the **core educational assurance areas** (as defined)
- ❑ Application must be signed by the superintendent or chief executive officer (CEO), local school board president, and local teacher union or association president (where applicable)

FAQ
C-1

FAQ
C-9

Eligibility Requirements –

Commitment to Core Educational Assurance Areas

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An applicant must demonstrate its commitment to the **core educational assurance areas** (as defined), including, for each LEA included in an application, an assurance signed by the LEA's superintendent or CEO that--

- (i) The LEA, at a minimum, will implement no later than the 2014-2015 school year--
 - (A) A **teacher evaluation system** (as defined);
 - (B) A **principal evaluation system** (as defined); and
 - (C) A **superintendent evaluation** (as defined);
- (ii) The LEA is committed to preparing all students for college or career, as demonstrated by--
 - (A) Being located in a State that has adopted **college- and career-ready standards** (as defined); or
 - (B) Measuring all student progress and performance against **college- and career-ready graduation requirements** (as defined);

FAQ
C-23

FAQ
C-25

FAQ
C-26

FAQ
C-27

FAQ
C-28

Eligibility Requirements –

Commitment to Core Educational Assurance Areas

40

An applicant must demonstrate its commitment to the **core educational assurance areas** (as defined), including, for each LEA included in an application, an assurance signed by the LEA's superintendent or CEO that--

- (iii) The LEA has a robust data system that has, at a minimum--
 - (A) An individual teacher identifier with a teacher-student match; and
 - (B) The capability to provide timely data back to educators and their supervisors on student growth (as defined);
- (iv) The LEA has the capability to receive or match student-level preschool-through-12th grade and higher education data; and
- (v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with the Family Educational Rights and Privacy Act (FERPA).

FAQ
C-30

FAQ
C-31

FAQ
C-32

Program Requirements

(1) An applicant’s budget request for all years of its project must fall within the applicable budget range as follows:

Number of participating students (as defined in this notice)	Award range
2,000-5,000 or Fewer than 2,000, provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice)	\$4-10 million
5,001-10,000	\$10-20 million
10,001-20,000	\$20-25 million
20,001+	\$25-30 million

The Department will not consider an application that requests a budget that is less than or greater than the applicable range of awards for the applicable number of participating students.

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Absolute Priorities

Absolute Priority 1:

Personalized Learning Environments

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To meet this priority, an applicant must coherently and comprehensively address how it will build on the **core educational assurance areas** (as defined) to create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with **college- and career-ready standards** (as defined) or **college- and career-ready graduation requirements** (as defined); accelerate student achievement and deepen student learning by meeting the academic needs of each student; increase the effectiveness of educators; expand student access to the most effective educators; decrease achievement gaps across student groups; and increase the rates at which students graduate from high school prepared for college and careers.

Absolute Priorities 2-5

Each applicant must indicate one priority from Absolute Priorities 2-5

- ❑ Absolute Priority 2, Non-Rural LEAs in Race to the Top States
- ❑ Absolute Priority 3, Rural LEAs in Race to the Top States
- ❑ Absolute Priority 4, Non-Rural LEAs in non-Race to the Top States
- ❑ Absolute Priority 5, Rural LEAs in non-Race to the Top States

Notes:

- Absolute Priorities 2-5 are not judged by Peer Reviewers
- **Rural local education agency:** LEA, at the time of application, that is eligible under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program authorized under Title VI, Part B of the ESEA
- **Race to the Top Phase 1, 2, and 3 States are:** Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee and the District of Columbia

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Selection Criteria

Selection Criteria

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- A. Vision (40 points)
- B. Prior Record of Success and Conditions for Reform (45 points)
- C. Preparing Students for College and Careers (40 points)
- D. LEA Policy and Infrastructure (25 points)
- E. Continuous Improvement (30 points)
- F. Budget and Sustainability (20 points)
- Competitive Preference Priority (10 points)

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Selection Criteria A

Selection Criteria A –

Vision (40 points)

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(A)(1) Articulating a comprehensive and coherent reform vision (10 points)

(A)(1) The extent to which the applicant has set forth a comprehensive and coherent reform vision that

- (a) Builds on its work in four **core educational assurance areas** (as defined);
- (b) Articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests; and
- (c) Describes what the classroom experience will be like for students and teachers participating in personalized learning environments.

Selection Criteria A –

Vision (40 points)

49

(A)(2) Applicant's approach to implementation (10 points)

(A)(2) The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including:

- (a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the **participating schools** (as defined) collectively meet the competition's eligibility requirements;
- (b) A list of the schools that will participate in grant activities (as available); and
- (c) The total number of **participating students** (as defined), **participating students** (as defined) from low-income families, **participating students** (as defined) who are **high-need students** (as defined), and **participating educators** (as defined). If **participating schools** (as defined) have yet to be selected, the applicant may provide approximate numbers.

FAQ
E-6

FAQ
C-7

FAQ
C-8

FAQ
C-9

FAQ
C-12

Selection Criteria A –

Vision (40 points)

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(A)(3) LEA-wide reform & change (10 points)

(A)(3) The extent to which the application includes a **high-quality plan** (as defined) describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the **participating schools** (as defined), and will help the applicant reach its outcome goals (e.g., the applicant's logic model or theory of change of how its plan will improve student learning outcomes for all students who would be served by the applicant);

Selection Criteria A –

Vision (40 points)

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(A)(4) LEA-wide goals for improved student outcomes (10 points)

(A)(4) The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitions yet achievable annual goals that are equal to or exceed the State ESEA targets for the LEA(s), overall and by student subgroup, for each participating **LEA** (as defined).

- (a) Performance on summative assessments (proficiency status and growth).
- (b) Decreasing **achievement gaps** (as defined).
- (c) **Graduation rates** (as defined).
- (d) **College enrollment** (as defined) rates.

Optional: The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals for each participating LEA in the following area:

- (e) Postsecondary degree attainment.

FAQ
E-2

FAQ
E-4

FAQ
E-6

FAQ
E-7

Selection Criteria A –

Vision (40 points)

(A)(4) LEA-wide goals for improved student outcomes (10 points)

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):

Methodology for determining status (e.g., percent proficient and above):

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2011-12 (optional)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18 (Post-Grant)
[e.g., subject, grade, proficiency status or growth]	OVERALL							
	[Subgroup 1]							
	[Subgroup 2]							
	[Subgroup 3]							
	[Subgroup 4]							
	[Subgroup 5]							
	[Subgroup 6]							
	[Subgroup 7]							
	[Subgroup 8]							

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Selection Criteria B

Selection Criteria B –

Prior Record of Success and Conditions for Reform (45 points)

55

(B)(1) Demonstrating a clear track record of success (15 points)

The extent to which each LEA has demonstrated evidence of--

(B)(1) A clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching, including a description, charts or graphs, raw student data, and other evidence that demonstrates the applicant's ability to--

- (a) Improve student learning outcomes and close **achievement gaps** (as defined), including by raising student achievement, high school **graduation rates** (as defined), and **college enrollment** (as defined) rates;
- (b) Achieve ambitious and significant reforms in its **persistently lowest-achieving schools** (as defined) or in its **low-performing schools** (as defined); and
- (c) Make **student performance data** (as defined) available to students, **educators** (as defined), and parents in ways that inform and improve participation, instruction, and services.

Selection Criteria B –

Prior Record of Success and Conditions for Reform (45 points)

56

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)

The extent to which each LEA has demonstrated evidence of--

(B)(2) A high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. At a minimum, this information must include a description of the extent to which the applicant already makes available the following four categories of school-level expenditures from State and local funds:

- (a) Actual personnel salaries at the school level for all school-level instructional and support staff;
- (b) Actual personnel salaries at the school level for instructional staff only;
- (c) Actual personnel salaries at the school level for teachers only; and
- (d) Actual non-personnel expenditures at the school level (if available).

FAQ
E-10

FAQ
E-11

FAQ
E-12

FAQ
E-13

Selection Criteria B –

Prior Record of Success and Conditions for Reform (45 points)

57

(B)(3) State context for implementation (*10 points*)

The extent to which each LEA has demonstrated evidence of—

(B)(3) Successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal.

Selection Criteria B –

Prior Record of Success and Conditions for Reform (45 points)

58

(B)(4) Stakeholder engagement and support (15 points)

The extent to which each LEA has demonstrated evidence of--

(B)(4) Meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal, including:

- (a) A description of how students, families, teachers, and principals in **participating schools** (as defined) were engaged in the development of the proposal and, as appropriate, how the proposal was revised based on their engagement and feedback, including--
 - (i) For LEAs with collective bargaining representation, evidence of direct engagement and support for the proposals from teachers in **participating schools** (as defined); or
 - (ii) For LEAs without collective bargaining representation, at a minimum, evidence that at least 70 percent of teachers from **participating schools** (as defined) support the proposal; and

Selection Criteria B –

Prior Record of Success and Conditions for Reform (45 points)

59

The extent to which each LEA has demonstrated evidence of--

(B)(4) Meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal, including:

(b) Letters of support from such key stakeholders as parents and parent organizations, student organizations, early learning programs, tribes, the business community, civil rights organizations, advocacy groups, local civic and community-based organizations, and institutions of higher education.

Application Requirements

- Peer Reviewers should look for the following information when reviewing Selection Criteria (B)(3) and (B)(4)

Application Requirements:

(1) State comment period. Each LEA included in an application must provide its State at least 10 business days to comment on the LEA's application and submit as part of its application package--

- (a) The State's comments or, if the State declined to comment, evidence that the LEA offered the State 10 business days to comment; and
- (b) The LEA's response to the State's comments (optional).

(2) Mayor (or city or town administrator) comment period. Each LEA included in an application must provide its mayor or other comparable official at least 10 business days to comment on the LEA's application and submit as part of its application package--

- (a) The mayor or city or town administrator's comments or, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment; and
- (b) The LEA's response to the mayor or city or town administrator comments (optional).

61

Introduction to Scoring

Scoring

62

- ❑ To help ensure inter-reviewer reliability and transparency for Race to the Top - District applications, the U.S. Department of Education has created a detailed scoring chart for scoring applications
- ❑ Peer Reviewers will be required to make many thoughtful judgments about the quality of the applications. For example, Peer Reviewer will be assessing, based on the criteria, the comprehensiveness and feasibility of the plans
 - ❑ Peer Reviewer will determine if applicants meet Absolute Priority 1
 - ❑ Peer Reviewers will be asked to evaluate if applicants have set ambitious yet achievable performance measures and annual targets in their applications
 - ❑ Peer Reviewers will need to make informed judgments about applicants' goals, proposed activities and the rationale for those activities, the timeline, the deliverables, and credibility of high quality applicants' plans

Scoring

- ❑ Peer Reviewers will allot points based on the extent to which the applicant meets the criteria and the competitive preference priority, including existing track record and conditions as well as future plans
- ❑ For plans, Peer Reviewers will allot points based on the quality of the applicant's plan and, where specified in the text of the criterion or competitive preference priority, whether the applicant has set ambitious yet achievable goals, performance measures, and annual targets
- ❑ Note that the evidence that applicants submit may be relevant both to judging whether the applicant has a high-quality plan and whether its goals, performance measures, and annual targets are ambitious yet achievable

Scoring

64

- ❑ The scoring chart on the next slide shows the maximum number of points that may be assigned to each selection criterion and to the competitive preference priority

Scoring Chart

	Detailed Points	Section Points	Section %
<u>Selection Criteria:</u>			
A. Vision:		40	19%
(A)(1) Articulating a comprehensive and coherent reform vision	10		
(A)(2) Applicant's approach to implementation	10		
(A)(3) LEA-wide reform & change	10		
(A)(4) LEA-wide goals for improved student outcomes	10		
B. Prior Record of Success and Conditions for Reform		45	21%
(B)(1) Demonstrating a clear track record of success	15		
(B)(2) Increasing transparency in LEA processes, practices, & investments	5		
(B)(3) State context for implementation	10		
(B)(4) Stakeholder engagement and support	15		
C. Preparing Students for College and Careers		40	19%
(C)(1) Learning	20		
(C)(2) Teaching and Leading	20		
D. LEA Policy and Infrastructure		25	12%
(D)(1) LEA practices, policies, and rules	15		
(D)(2) LEA and school infrastructure	10		
E. Continuous Improvement		30	14%
(E)(1) Continuous improvement process	15		
(E)(2) Ongoing communication and engagement	5		
(E)(3) Performance measures	5		
(E)(4) Evaluating effectiveness of investments	5		
F. Budget and Sustainability		20	10%
(F)(1) Budget for the project	10		
(F)(2) Sustainability of project goals	10		
<u>Competitive Preference Priority</u>	10	10	5%
	210	210	100%

Scoring

66

- Peer Reviewers will use the general ranges below as a guide when awarding points

Maximum Point Value	Quality of Applicant's Response		
	Low	Medium	High
20	0-4	5-15	16-20
15	0-3	4-11	12-15
10	0-2	3-7	8-10
5	0-1	2-3	4-5

67

Workshop #1: Introduction to Scoring

Workshop #1: Instructions

68

- ❑ Read the three sample application narratives and decide if each district response is high, medium, or low quality. Next, identify evidence from the application narratives and appendices that could be used to support your conclusion (*15 minutes*)
 - ❑ The graphic organizer can be used as you read to identify evidence in each of the scoring ranges
- ❑ We will be using the WebEx polling feature to see how each of you rated the application narratives.

Note: Sample responses are based on application responses from the FY 2012 Race to the Top – District competition. They are used for illustrative purposes only and are not actual application responses.

Workshop #1: Poll

69

Instructions: For each application, please select the appropriate scoring range.

1. Foggy Bottom Public Schools:
 1. High
 2. Medium
 3. Low
2. Metro Center Unified School District
 1. High
 2. Medium
 3. Low
3. Farragut Public School District
 1. High
 2. Medium
 3. Low

Workshop #1: Discussion

71

Selection Criteria C

Selection Criteria C –

Preparing Students for College and Careers (40 points)

72

(C)(1) Learning (20 points)

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all **participating students** (as defined) that enable participating students to pursue a rigorous course of study aligned to **college- and career-ready standards** (as defined) and **college- and career-ready graduation requirements** (as defined) and accelerate his or her learning through support of his or her needs.

Selection Criteria C –

Preparing Students for College and Careers (40 points)

73

(C)(1) Learning (20 points)

The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

(C)(1) Learning: An approach to learning that engages and empowers all learners, in particular **high-need students** (as defined), in an age-appropriate manner such that:

(a) With the support of parents and educators, all students—

- (i) Understand that what they are learning is key to their success in accomplishing their goals;
- (ii) Identify and pursue learning and development goals linked to **college- and career-ready standards** (as defined) or **college- and career-ready graduation requirements** (as defined), understand how to structure their learning to achieve their goals, and measure progress toward those goals;
- (iii) Are able to be involved in deep learning experiences in areas of academic interest;
- (iv) Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning; and
- (v) Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving.

Selection Criteria C –

Preparing Students for College and Careers (40 points)

74

(C)(1) Learning (20 points)

- (b) With the support of parents and educators, each student has access to—
 - (i) A personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready;
 - (ii) A variety of high-quality instructional approaches and environments;
 - (iii) High-quality content, including **digital learning content** (as defined) as appropriate, aligned with **college- and career-ready standards** (as defined) or **college- and career-ready graduation requirements** (as defined);
 - (iv) Ongoing and regular feedback, including, at a minimum—
 - (A) Frequently updated individual student data that can be used to determine progress toward mastery of **college- and career-ready standards** (as defined), or college- and career-ready graduation requirements; and
 - (B) Personalized learning recommendations based on the student's current knowledge and skills, **college- and career-ready standards** (as defined) or **college- and career-ready graduation requirements** (as defined), and available content, instructional approaches, and supports; and

Selection Criteria C –

Preparing Students for College and Careers (40 points)

75

(C)(1) Learning (20 points)

(b) With the support of parents and educators, each student has access to—

(v) Accommodations and high-quality strategies for **high-need students** (as defined) to help ensure that they are on track toward meeting **college- and career-ready standards** (as defined) or **college- and career-ready graduation requirements** (as defined).

(c) Mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.

Selection Criteria C –

Preparing Students for College and Careers (40 points)

76

(C)(2) Teaching and Leading (20 points)

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all **participating students** (as defined) that enable participating students to pursue a rigorous course of study aligned to **college- and career-ready standards** (as defined) and **college- and career-ready graduation requirements** (as defined) and accelerate his or her learning through support of his or her needs. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

Teaching and Leading: An approach to teaching and leading that helps educators (as defined) to improve instruction and increase their capacity to support student progress toward meeting **college- and career-ready standards** (as defined) or **college- and career-ready graduation requirements** (as defined) by enabling the full implementation of personalized learning and teaching for all students such that:

Selection Criteria C –

Preparing Students for College and Careers (40 points)

77

(C)(2) Teaching and Leading (20 points)

- (a) All **participating educators** (as defined) engage in training, and in professional teams or communities, that supports their individual and collective capacity to—
- (i) Support the effective implementation of personalized learning environments and strategies that meet each student’s academic needs and help ensure all students can graduate on time and college- and career-ready;
 - (ii) Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches (e.g., discussion and collaborative work, project-based learning, videos, audio, manipulatives);
 - (iii) Frequently measure student progress toward meeting **college- and career-ready standards** (as defined), or **college- and career-ready graduation requirements** (as defined) and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators; and
 - (iv) Improve teachers’ and principals’ practice and effectiveness by using feedback provided by the LEA’s **teacher and principal evaluation systems** (as defined), including frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement.

Selection Criteria C –

Preparing Students for College and Careers (40 points)

78

(C)(2) Teaching and Leading (20 points)

(b) All **participating educators** (as defined) have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting **college- and career-ready graduation requirements** (as defined). Those resources must include—

- (i) Actionable information that helps **educators** (as defined) identify optimal learning approaches that respond to individual student academic needs and interests;
- (ii) High-quality learning resources (e.g., instructional content and assessments), including digital resources, as appropriate, that are aligned with **college- and career-ready standards** (as defined) or college- and career-ready **graduation requirements** (as defined), and the tools to create and share new resources; and
- (iii) Processes and tools to match student needs (see Selection Criterion (C)(2)(b)(i)) with specific resources and approaches (see Selection Criterion (C)(2)(b)(ii)) to provide continuously improving feedback about the effectiveness of the resources in meeting student needs.

Selection Criteria C –

Preparing Students for College and Careers (40 points)

79

(C)(2) Teaching and Leading (20 points)

(c) All participating school leaders and **school leadership teams** (as defined) have training, policies, tools, data, and resources that enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting **college- and career-ready standards** (as defined) or **college- and career-ready graduation requirements** (as defined). The training, policies, tools, data, and resources must include:

- (i) Information, from such sources as the district's **teacher evaluation system** (as defined), that helps school leaders and **school leadership teams** (as defined) assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement; and
- (ii) Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing **achievement gaps** (as defined).

(d) The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and **highly effective teachers and principals** (as defined), including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education).

Selection Criteria C: Poll

1. In selection criteria (C)(2), an applicant's high-quality plan should address an approach to:
 1. Implementing instructional strategies for all participating students.
 2. Ensuring all participating students to pursue a rigorous course of study.
 3. Accelerating a student's learning through support of his/her needs.

81

Selection Criteria D

Selection Criteria D –

LEA Policy and Infrastructure (25 points)

82

The extent to which the applicant has a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, **educator** (as defined) and level of the education system (classroom, school and LEA) with the support and resources they need, when and where they are needed. The quality of the plan will be determined based on the extent to which--

Selection Criteria D –

LEA Policy and Infrastructure (25 points)

83

(D)(1) LEA practices, policies and rules (15 points)

The applicant has practices, policies, and rules that facilitate personalized learning by--

- (a) Organizing the LEA central office, or the **consortium governance structure** (as defined) to provide support and services to all **participating schools** (as defined);
- (b) Providing **school leadership teams** (as defined) in **participating schools** (as defined) with sufficient flexibility and autonomy to control such factors as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and non-educators, and school-level budgets;
- (c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic;
- (d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways; and
- (e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners.

Selection Criteria D –

LEA Policy and Infrastructure (25 points)

84

(D)(2) LEA and school infrastructure (10 points)

The LEA and school infrastructure supports personalized learning by--

- (a) Ensuring that all **participating students** (as defined), parents, **educators** (as defined), and other stakeholders (as appropriate and relevant to student learning), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal;
- (b) Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant to student learning) have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online support, or local support);
- (c) Using information technology systems that allow parents and students to export their information in an **open data format** (as defined) and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records); and
- (d) Ensuring that LEAs and schools use **interoperable data systems** (as defined) (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data).

85

Introduction to Writing Comments

Writing Comments: The Basics

- ❑ Each comment should:
 - ❑ Make clear, evaluative statements about the substance of the selection criterion being discussed
 - ❑ Substantiate all evaluative statements using evidence from the application narrative, evidence tables, performance measures, appendices, and/or budgets without simply summarizing the application
 - ❑ Use paragraphs, bullets, etc., to organize related evaluative statements clearly
 - ❑ Draw clear conclusions that are consistent with your evaluative statements and match the score you assigned
 - ❑ Use the selection criterion language and the scoring chart as your ultimate guidelines – make sure your scores and comments match those

Writing Comments: Your Audience

- ❑ The U.S. Department of Education
 - ❑ Comments must provide clear and objective justifications for your scores and a rationale for the number of points you awarded
- ❑ Race to the Top – District Applicants
 - ❑ Comments will help applicants understand strengths and weaknesses in their proposals and may inform future applications
- ❑ General Public
 - ❑ Comments will likely be posted on the Department’s website and may be scrutinized by interested members of the public

Writing Comments: Content

- ❑ Explain why you reached the score you did
- ❑ Point to specific information in the application that helped you reach your score
- ❑ Evaluate what the application says; **do not** simply restate what the applicant has written
- ❑ If information is missing from the application, clearly indicate this in your comments
- ❑ Comments should reflect your best judgment based on the information the applicant has presented

Writing Comments: Style

- ❑ Use simple, declarative sentences whenever possible
- ❑ Use statements, not questions
- ❑ Be professional, tactful, and constructive
- ❑ Do not use statements that infer personal bias, such as “I feel,” “I think,” or “The applicant should”
- ❑ Do not include application page numbers in your comments
- ❑ Use bullets or complete sentences

Sample Structure for Comments

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1. Evaluative statement #1 (topic sentence)

- ❑ Strengths: Supporting evidence
- ❑ Weaknesses: Supporting evidence

2. Evaluative statement #2 (topic sentence)

- ❑ Strengths: Supporting evidence
- ❑ Weaknesses: Supporting evidence

(More evaluative statements and evidence, as appropriate)

3. Judgment (points awarded and justification)

Remember: Evidence can be found in the application narrative, the evidence tables following the narrative, the performance measures, the appendices, or the budget.

Writing Comments: Panel Monitors

- ❑ The role of the Panel Monitor is to:
 - ❑ Review all comments and scores
 - ❑ Ensure proper justification for scores in comments
 - ❑ Provide feedback to Peer Reviewers on their submitted comments
- ❑ To ensure your comments meet the Department's needs, we encourage all Peer Reviewers, new and experienced, to send your Panel Monitor a completed comment for their review early in the process
- ❑ Panel Monitors can provide you helpful feedback as you continue to score and write comments for your applications

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Workshop #3: High-quality Comments

Workshop #3: Instructions

93

- Review the sample comments. As you review, think about what makes a strong and weak comment. (*15 minutes*)

Note: Sample responses are based on application responses from the FY 2012 Race to the Top – District competition. They are used for illustrative purposes only and are not actual application responses.

Workshop #3: Discussion

95

Selection Criteria E

Selection Criteria E –

Continuous Improvement (30 points)

96

Because the applicant's high-quality plan represents the best thinking at a point in time, and may require adjustments and revisions during implementation, it is vital that the applicant have a clear and high-quality approach to continuously improve its plan. This will be determined by the extent to which the applicant has--

Selection Criteria E –

Continuous Improvement (30 points)

97

(E)(1) Continuous Improvement Process *(15 points)*

A high quality plan for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The strategy must address how the applicant will monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top – District, such as investments in professional development, technology, and staff;

(E)(2) Ongoing Communication and Engagement *(5 points)*

A high quality plan for ongoing communication and engagement with internal and external stakeholders;

Selection Criteria E –

Continuous Improvement (30 points)

98

(E)(3) Performance Measures (5 points)

Ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures. For each applicant-proposed measure, the applicant must describe--

- (a) Its rationale for selecting that measure;
- (b) How the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern; and
- (c) How it will review and improve the measure over time if it is insufficient to gauge implementation progress.

The applicant should have a total of approximately 12 to 14 performance measures.

Applicable Population	Performance Measures
All	<ul style="list-style-type: none">a) The number and percentage of participating students, by subgroup (as defined), whose teacher of record (as defined) and principal are a highly effective teacher (as defined) and a highly effective principal (as defined); andb) The number and percentage of participating students, by subgroup (as defined), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined) and an effective principal (as defined).

FAQ
E-22

FAQ
E-23

FAQ
E-24

FAQ
E-25

FAQ
E-26

FAQ
E-27

Selection Criteria E –

Continuous Improvement (30 points)

Applicable Population	Performance Measures
PreK-3	<ul style="list-style-type: none"> a) Applicant must propose at least one age-appropriate measure of students’ academic growth (e.g., language and literacy development or cognition and general learning, including early mathematics and early scientific development); and b) Applicant must propose at least one age-appropriate non-cognitive indicator of growth (e.g., physical well-being and motor development, or social-emotional development).
4-8	<ul style="list-style-type: none"> a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined); b) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and c) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.
9-12	<ul style="list-style-type: none"> a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form; b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined); c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready; d) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and e) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.

Selection Criteria E – Continuous Improvement (30 points)

(E)(3) Performance Measures – Required for all applicants

Performance Measure (All Applicants – a)																			Applicable Population: All participating students									
a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).																			Target									
																			Baseline [Provide Year]				SY 2012-13		SY 2013-14		SY 2014-15	
Subgroup	Highly Effective Teacher or Principal	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R									
		# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100									
All participating students	Teacher	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	#	#	%									
	Principal																											
[Specific subgroup 1]	Teacher																											
	Principal																											
[Specific subgroup 2]	Teacher																											
	Principal																											
[Add or delete rows as needed]	Teacher																											
	Principal																											

Selection Criteria E –

Continuous Improvement (30 points)

101

Because the applicant's high-quality plan represents the best thinking at a point in time, and may require adjustments and revisions during implementation, it is vital that the applicant have a clear and high-quality approach to continuously improve its plan. This will be determined by the extent to which the applicant has--

(E)(4) Evaluating Effectiveness of Investments (5 points)

A high quality plan to rigorously evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology.

A Word on “Ambitious yet Achievable”

102

- ❑ Ambitious yet Achievable Goals, Performance Measures, and Annual Targets
 - ❑ In determining whether an applicant has ambitious yet achievable goals, performance measures, and annual targets, reviewers will examine the applicant’s goals, measures, and annual targets in the context of the applicant’s proposal and the evidence submitted (if any) in support of the proposal
 - ❑ There are no specific goals, performance measures, or annual targets that reviewers will be looking for here; nor will higher ones necessarily be rewarded above lower ones. Rather, reviewers will reward applicants for developing “ambitious yet achievable” goals, performance measures, and annual targets that are meaningful for the applicant’s proposal and for assessing implementation progress, successes, and challenges

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Selection Criteria F

Selection Criteria F –

Budget and Sustainability (20 points)

104

The extent to which--

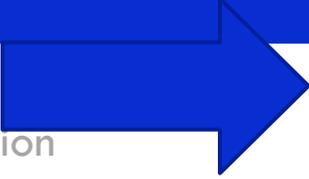
(F)(1) Budget for the project (10 points)

(F)(1) The applicant's budget, including the budget narrative and tables--

- (a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); and
- (b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and
- (c) Clearly provides a thoughtful rationale for investments and priorities, including-
 - (i) A description of all of the funds that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and
 - (ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments; and

Parts of the Application

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- 
- I. Application Introduction, Instructions, and Submission Procedures
 - II. Eligibility Requirements
 - III. Application Requirements
 - IV. Application Assurances
 - V. Program-specific Assurances for Individual Applicants
 - VI. Program-specific Assurances for Consortia Applicants
 - VII. Other Assurances and Certifications
 - VIII. Absolute Priorities
 - IX. Selection Criteria
 - X. Competitive Preference Priority
 - XI. Budget
 - XII. Definitions
 - XIII. Memorandum of Understanding for Consortia Applications
 - XIV. Scoring Overview and Chart
 - XV. Program Requirements
 - XVI. Reporting Requirements
 - XVII. Contracting for Services
 - XVIII. Intergovernmental Review
 - XIX. Application Checklist for Individual Applicants
 - XX. Application Checklist for Consortia Applicants
 - XXI. Appendix

Components of the Budget

106

- ❑ Overall Budget Summary
 - ❑ Table: Total proposed budget, by category (Table 1-1)
 - ❑ Summary Project List: List of all project-level budget (Table 2-1)
 - ❑ Narrative: Overview of how the budget has been organized into projects
- ❑ Project-level Budgets
 - ❑ Table: Budget for each project, by category (Table 3-1)
 - ❑ Narrative: Backup detail for each category in each project budget, including project-level itemized costs (Table 4-1)

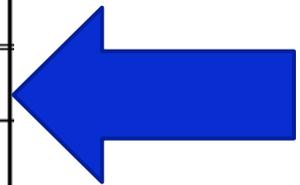
Table - Overall Budget Summary

(Application page 72)

The overall budget summary table is the sum of all project-level budget tables.

Budget Table 1-1: Overall Budget Summary Table					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Total Grant Funds Requested (lines 9-10)					
12. Funds from other sources used to support the project					
13. Total Budget (lines 11-12)					

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.



Tables - Project-level Budgets

- This should include the sums of project-level itemized costs described in the Project-Level Budget Narrative (Application page 74)

Table 3-1: Project-Level Budget Summary Table: Evidence for [fill in (F)(1) or Optional Budget Supplement] Project Name: [fill in the project name the applicant has assigned to this work] Primary Associated Criterion and Location in Application: [fill in primary selection criterion, Part number and page numbers] Additional Associated Criteria (if any) and Location in Application: [fill in the additional selection criteria (if any), Part number(s) and page numbers]					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Total Grant Funds Requested (lines 9-10)					
12. Funds from other sources used to support the project					
13. Total Budget (lines 11-12)					

Selection Criteria F –

Budget and Sustainability (20 points)

110

(F)(2) Sustainability of project goals *(10 points)*

(F)(2) The applicant has a **high-quality plan** (as defined) for sustainability of the project's goals after the term of the grant. The plan should include support from State and local government leaders, financial support, and a description of how the applicant will evaluate the effectiveness of past investments and use this data to inform future investments. Such a plan may address how the applicant will evaluate improvements in productivity and outcomes to inform a post-grant budget, and include an estimated budget for the three years after the term of the grant that includes budget assumptions, potential sources, and uses of funds.

Selection Criteria F: Poll

111

1. What should Peer Reviewers look for when reviewing an applicant's budget?
 1. A high-quality plan
 2. Thoughtful rationale for investments and priorities
 3. Logical expenses

112

High-quality Plans

High-quality Plans

- Application Definition (page 84): *High-quality plan means a plan that includes key goals, activities to be undertaken and the rationale for the activities, the timeline, the deliverables, and the parties responsible for implementing the activities*

High-quality Plans

114

- ❑ In determining the quality of an applicant's plan, Peer Reviewers will evaluate:
 - ❑ Key goals
 - ❑ Activities to be undertaken and rationale for the activities
 - ❑ Timeline
 - ❑ Deliverables
 - ❑ Parties responsible for implementing the activities
 - ❑ Overall credibility of the plan (as judged, in part, by the information submitted as supporting evidence)
- ❑ Applicants should submit this information for each criterion that the applicant addresses that includes a **high-quality plan** (as defined)
- ❑ Applicants may also submit additional information that they believe will be helpful to Peer Reviewers
- ❑ Remember: Peer Reviewers cannot use any outside information to determine if a plan is high-quality

High-quality Plans: Poll

115

1. Which of these is not a component of a high-quality plan?
 1. Deliverables
 2. Track record of success
 3. Key goals

116

Scoring and Comments: Revisited

Scoring Review

- ❑ Reviewers will allot points based on the extent to which the applicant meets the criteria and the competitive preference priority, including existing track record and conditions as well as future plans
- ❑ For plans, reviewers will allot points based on the quality of the applicant's plan and, where specified in the text of the criterion or competitive preference priority, whether the applicant has set ambitious yet achievable goals, performance measures, and annual targets
- ❑ Note that the evidence that applicants submit may be relevant both to judging whether the applicant has a high-quality plan and whether its goals, performance measures, and annual targets are ambitious yet achievable

Scoring: Absolute Priority 1

- ❑ Applicants are expected to address Absolute Priority 1 across their entire application and should not address it separately
- ❑ It should be assessed by reviewers after they have fully reviewed and evaluated the entire application
- ❑ If an application has not met Absolute Priority 1, it will be eliminated from the competition
 - ❑ In those cases where there is a disparity in the reviewers' determinations on the priority, the Department will consider Absolute Priority 1 met only if a majority of the reviewers on a panel determine that an application meets the priority

Review: Absolute Priority 1

To meet this priority, an applicant must coherently and comprehensively address how it will build on the **core educational assurance areas** (as defined) to create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with **college- and career-ready standards** (as defined) or **college- and career-ready graduation requirements** (as defined); accelerate student achievement and deepen student learning by meeting the academic needs of each student; increase the effectiveness of educators; expand student access to the most effective educators; decrease achievement gaps across student groups; and increase the rates at which students graduate from high school prepared for college and careers.

Suggested Approach for Scoring

- ❑ Re-read your comments for indications about the extent to which the applicant has addressed the selection criterion or priority fully and with high quality
- ❑ Refer frequently to the scoring chart to assign points
- ❑ Look for and use information in all sections of the application, including budgets and referenced appendices
- ❑ Strive for consistency within and across applications
- ❑ Be sure your scores match your comments
- ❑ Remember to consider only the content of the application when assigning points
- ❑ Use the full range of points for each selection criterion. You can assign all of the possible points for a selection criterion, or assign 0 points, so long as you support the scores with your written comments

Scoring and Comments: Do's and Don'ts

121

- ❑ DO evaluate the quality of the applicant's response
 - ❑ DO NOT simply summarize the response
 - ❑ DO NOT focus on your thoughts about what a better plan might have been
- ❑ DO explain why you reached the conclusions you did
- ❑ DO use the evidence tables, performance measures, appendices, and budget to *support and verify* the application narrative
- ❑ DO point to specific information in the application that helped you reach your conclusion
- ❑ DO NOT do independent research or use as evidence information that is not in the application

Scoring and Comments: Do's and Don'ts

122

- ❑ DO make sure your scores and comments match one another
- ❑ DO make sure your scores and comments are consistent with what the selection criterion or priority asks and what ED's reviewer guidance says
- ❑ DO be professional, tactful, and constructive
- ❑ DO NOT write in the first person – “I feel,” “I think,” etc.

Helpful Words for Describing Strengths

Achievable	Describes	Feasible	Reasonable
Ambitious	Details	Focused	Sound
Appropriate	Document	Innovative	Specify
Complete	Evidence	Justified	Supported
Comprehensive	Executes	Presents	Strong
Convincing	Exhaustive	Provides	Thorough
Demonstrates	Extensive	Qualified	Unique

Helpful Words for Describing Weaknesses

Ambiguous	Inadequate	Lacking	Sparse
Confusing	Inappropriate	Limited	Unclear
Contradictory	Incompatible	No Evidence	Undocumented
Discrepancy	Inconsistent	Obscure	Unrealistic
Does Not	Irrelevant	Opposing	Without
Equivocal	Insufficient	Restrictive	Vague

High-quality Comments: Poll

125

1. High-quality comments should not include:
 1. Evaluation of the quality of the response
 2. Alignment between the comment and the score
 3. Summary of the application narrative

126

Workshop #4: Practice Writing Comments

Workshop #4: Instructions

127

- ❑ Review the Dupont Circle Public Schools (A)(3) narrative found in Workshop #2.
- ❑ Assign a score to Selection Criterion (A)(3) for Dupont Circle Public Schools and write a comment justifying your score. (*15 minutes*)
- ❑ Helpful Resources:
 - ❑ Definition of a high-quality plan
 - ❑ Helpful words for writing comments
 - ❑ Scoring tool
 - ❑ Scoring Overview and Chart

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Q & A

129

Logistics

Agenda: Day Two

130

- ❑ Welcome and Announcements
- ❑ Workshop #4: Practice Writing Comments
- ❑ Competitive Preference Priority
- ❑ Review Process/Timeline
- ❑ Organizing your Review: Advice from Previous Reviewers
- ❑ Application Review System (ARS)
- ❑ Final Q&A
- ❑ Logistics and Next Steps

Logistics

131

- ❑ We want to make sure this training is a valuable use of your time and that you leave here tomorrow prepared for the task of being a Peer Reviewer. Therefore, please take a minute to let us know how you are feeling at the end of Day One by completing the poll on the next slide.

Send Conflict of Interest survey and Peer Reviewer Agreement to:

- ❑ Email: RTTDLogistics@mikogroup.com
- ❑ Fax: (855) 631-0649

Areas for Review: Poll

132

Of the topics we covered today, the following areas require additional attention during Day Two:

- A. Selection Criteria A
- B. Selection Criteria B
- C. Selection Criteria C
- D. Selection Criteria D
- E. Selection Criteria E
- F. Selection Criteria F
- G. Competitive Preference Priority
- H. Scoring
- I. Comments
- J. High-quality plan
- K. Nothing! I feel prepared!

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Thank you!

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Welcome back!

Agenda: Day Two

135

- ❑ Welcome and Announcements
- ❑ Workshop #4: Practice Writing Comments
- ❑ Competitive Preference Priority
- ❑ Review Process/Timeline
- ❑ Organizing your Review: Advice from Previous Reviewers
- ❑ Application Review System (ARS)
- ❑ Final Q&A
- ❑ Logistics and Next Steps

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Workshop #4: Scoring and Comments

Workshop #4: Poll

137

What was the most challenging part of writing comments last night?

1. Determining a score
2. Identifying weaknesses
3. Using evidence in my rationale
4. Skipping Thursday night television shows

Workshop #4: Discussion

139

Competitive Preference Priority

Competitive Preference Priority –

Results, Resource Alignment, and Integrated Services (10 points)

140

The Department will give priority to an applicant based on the extent to which the applicant proposes to integrate public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the **participating students** (as defined), giving highest priority to students in participating schools with **high-need students** (as defined). To meet this priority, an applicant's proposal does not need to be comprehensive and may provide student and family supports that focus on a subset of these needs.

Competitive Preference Priority –

Results, Resource Alignment, and Integrated Services (10 points)

141

To meet this priority, an applicant must--

(1) Provide a description of the coherent and sustainable partnership that it has formed with public or private organizations, such as public health, before-school, after-school, and social service providers; integrated student service providers; businesses, philanthropies, civic groups, and other community-based organizations; early learning programs; and postsecondary institutions to support the plan described in Absolute Priority 1;

(2) Identify not more than 10 population-level desired results for students in the LEA or consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal. These results must include both educational results and other education outcomes (e.g., children enter kindergarten prepared to succeed in school, children exit third grade reading at grade level, and students graduate from high school college- and career-ready) and **family and community supports** (as defined) results;

FAQ
D-7

FAQ
D-8

FAQ
D-9

Competitive Preference Priority –

Results, Resource Alignment, and Integrated Services (10 points)

142

(3) Describe how the partnership would--

- (a) Track the selected indicators that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students;
- (b) Use the data to target its resources in order to improve results for **participating students** (as defined), with special emphasis on students facing significant challenges;
- (c) Develop a strategy to scale the model beyond the **participating students** (as defined) to at least other **high-need students** (as defined) and communities in the LEA or consortium over time; and
- (d) Improve results over time;

(4) Describe how the partnership would, within **participating schools** (as defined), integrate education and other services (e.g., services that address social-emotional, and behavioral needs, acculturation for immigrants and refugees) for **participating students** (as defined);

Competitive Preference Priority –

Results, Resource Alignment, and Integrated Services (10 points)

143

- (5) Describe how the partnership and LEA or consortium would build the capacity of staff in **participating schools** (as defined) by providing them with tools and supports to
- (a) Assess the needs and assets of **participating students** (as defined) that are aligned with the partnership’s goals for improving the education and **family and community supports** (as defined) identified by the partnership;
 - (b) Identify and inventory the needs and assets of the school and community that are aligned with those goals for improving the education and **family and community supports** (as defined) identified by the applicant;
 - (c) Create a decision-making process and infrastructure to select, implement, and evaluate supports that address the individual needs of **participating students** (as defined) and support improved results;
 - (d) Engage parents and families of **participating students** (as defined) in both decision-making about solutions to improve results over time and in addressing student, family, and school needs; and
 - (e) Routinely assess the applicant’s progress in implementing its plan to maximize impact and resolve challenges and problems; and
- (6) Identify its annual ambitious yet achievable performance measures for the proposed population-level and describe desired results for students.

FAQ
D-10

FAQ
D-11

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Review Process

Review Process

145

- ❑ Peer Reviewers will have approximately four weeks to review and evaluate applications
- ❑ We will do everything we can to help Peer Reviewers complete their review on-time
- ❑ If you are having difficulty completing your review, it is imperative that you let your Panel Monitor know as soon as possible so we can assist you

Review Process

146

- ❑ October 3, 2013: Race to the Top – District Application Due Date
- ❑ October 4-8, 2013: Department conducts eligibility screening and prepares applications for review
- ❑ October 15-November 6, 2013: Off-site Peer Review
 - ❑ Peer Reviewers independently review applications, assign scores, enter comments, and participate in panel review phone calls

Review Process

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- ❑ Panel Conference Calls
 - ❑ Two opportunities to discuss all applications on the panel
 - First call: October 24 or 25
 - Second call: November 4 or 5
 - ❑ Peer Reviewers may revise score and comments based on panel calls

Review Process

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- ❑ November 18-22:
 - ❑ Review for finalists
 - ❑ Peer Reviewers will be notified after November 12 if they will be expected to attend the on-site review for any of their assigned applications

Department Support

149

- ❑ In the event that you are having difficulty reviewing your applications, the Department may:
 - ❑ Help Peer Reviewers prioritize and approach the application review in the most efficient way possible
 - ❑ Provide feedback on comments early
 - ❑ If possible, assign an alternate to read an application

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Lessons Learned

Lessons Learned

151

- ❑ Revisit each application to ensure consistent alignment with the criteria and scoring overview and chart
 - ❑ Ensure comments support scores
- ❑ Keep on schedule
- ❑ Speak up early if you have questions or concerns
- ❑ Read carefully

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Technical Review Forms

Technical Review Forms (TRFs)

153

- ❑ The Technical Review Form (TRF) is the compilation of Peer Reviewer scores and comments for an application
- ❑ The TRFs are used to determine the awards
- ❑ The TRFs may be posted on the Department's website
- ❑ The TRF process will be slightly different for applications that are finalized during the on-site review. We will review the on-site process at that time.

Off-site TRF Process

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- ❑ After receiving applications, Peer Reviewers will review each application and enter scores and comments in the ARS
- ❑ Once all scores and comments are entered, Peer Reviewers must “Submit to Panel Monitor”
- ❑ Panel Monitors will review scores and comments
- ❑ If the Panel Monitor has questions, they will “Re-open” the report and add ED Messages to applicable sections
- ❑ Peer Reviewers must then revise their scores and comments, accordingly and resubmit to Panel Monitors

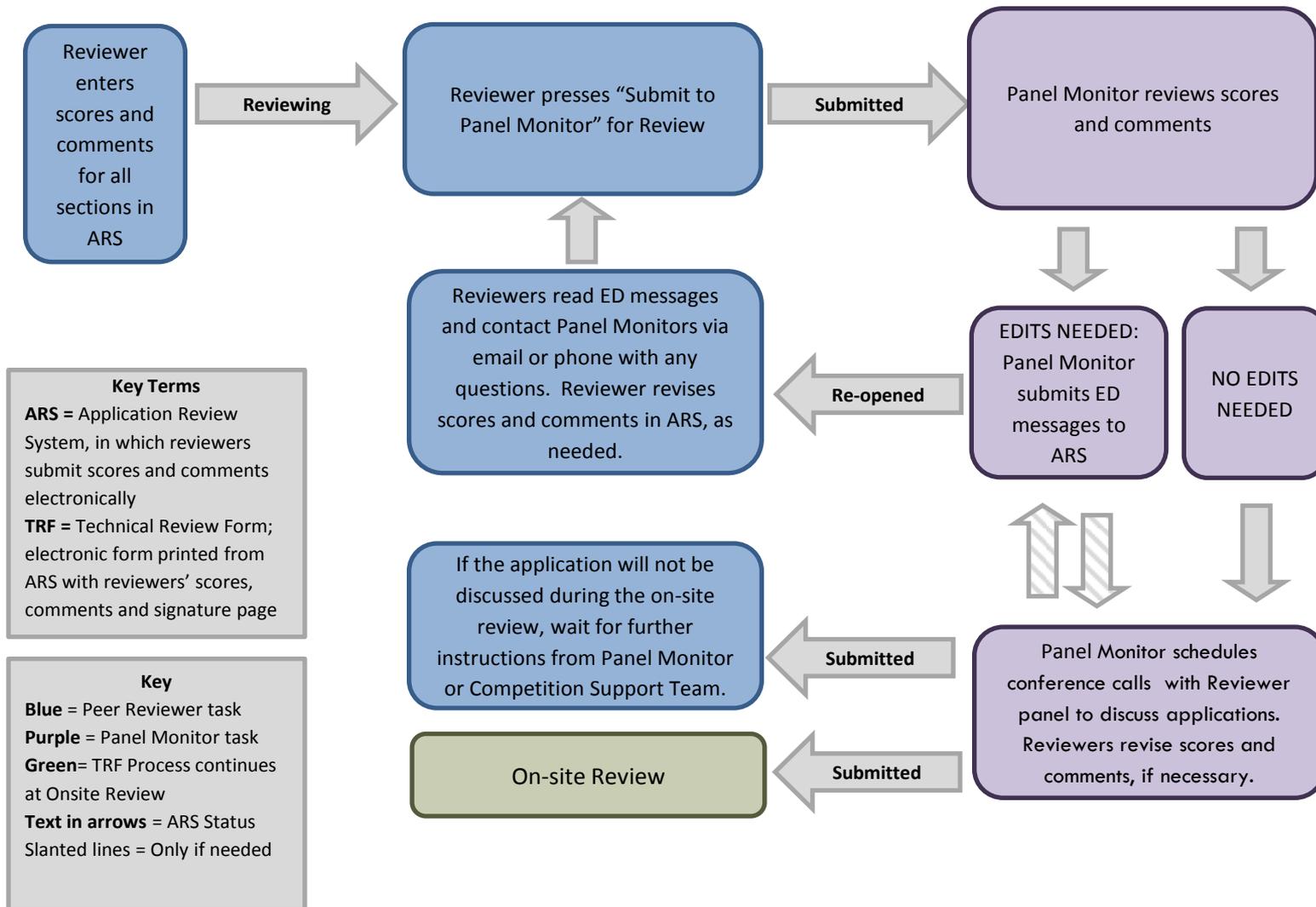
Off-site TRF Process

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- ❑ When the Panel Monitor has no additional questions or feedback, the Panel Monitor will notify the Peer Reviewer that the TRF is complete
- ❑ Even if the application is not moving forward to the on-site review, the TRF may be subject to additional review and require additional revisions. DO NOT sign and mail the off-site TRF until you are instructed to do so by the Competition Support Team.

Note: Peer Reviewers will not receive compensation until all TRFs are finalized.

Off-site TRF Process



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Timeline

Calendar: Off site Peer Review

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October/November 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
October 13	October 14	October 15	October 16	October 17	October 18	October 19
Begin reading first two applications						
October 20	October 21	October 22	October 23	October 24	October 25	October 26
			Scores and comments for first two applications in ARS	Panel Call #1	Panel Call # 1 Revise Scores and Comments	Begin reading last two applications
October 27	October 28	October 29	October 30	October 31	November 1	November 2
November 3	November 4	November 5	November 6			
Scores and comments for the last two applications in the ARS	Panel Call #2 Revise Scores and Comments	Panel Call #2 Revise Scores and Comments	All scores and comments submitted in the ARS			

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Organizing your Review: Advice from Previous Reviewers

160

Application Review System

What is ARS?

The Application Review System

161

- ❑ The ARS is an online tool to help facilitate the review of applications
- ❑ Through the ARS, you can:
 - ❑ Input your scores
 - ❑ Add your comments
 - ❑ Revise scores and comments
 - ❑ Submit your application review
 - ❑ Receive ED messages or approval
 - ❑ Print your Technical Review Form (TRF) for signature
- ❑ The ARS is available at: www.mikogroup.com/rtttd

ARS Login Screen

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DEPARTMENT OF EDUCATION
RACE TO THE TOP - DISTRICT

Log In

Email:

Password:

[Forgot your password?](#)

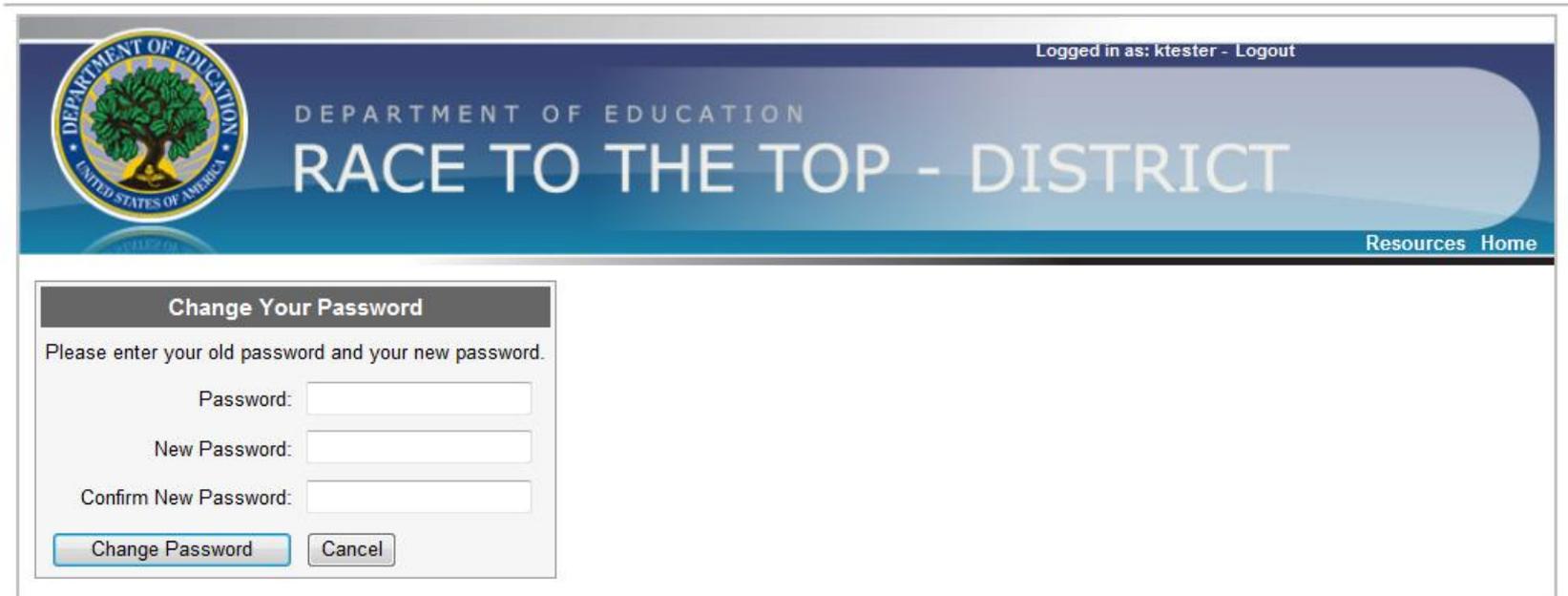
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316 S. Peters Ave.
Norman, OK 73069

Phone: (877) 645-6477
Email: RTTDTechSupport@mikogroup.com

- ❑ To log in to the ARS, you will need your email address and the password that is emailed to you from the Miko Group

Change Your Password Immediately

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DEPARTMENT OF EDUCATION
RACE TO THE TOP - DISTRICT

Logged in as: ktester - Logout

Resources Home

Change Your Password

Please enter your old password and your new password.

Password:

New Password:

Confirm New Password:

- ❑ The first time you log in, you will be prompted to change your password
- ❑ The password must contain at least five characters

Home Page

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DEPARTMENT OF EDUCATION
RACE TO THE TOP - DISTRICT

Logged in as: ktester - Logout

Resources Home

Begin Application Review

Application #	Applicant	Status	ED Messages	New ED Message
1234jkl	Consortium Test	Completed	4	
789frh	ABC Applicant	Completed	6	
mju78ik	ApplicantTest	Reviewing	0	

Home Page

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Begin Application Review

Application #	Applicant	Status	ED Messages	New ED Message
1234jkl	Consortium Test	Completed	4	
789frh	ABC Applicant	Completed	6	
mju78ik	ApplicantTest	Reviewing	2	

- ❑ All of the applications that you are assigned will be listed here. The numbers shown under Application # will match the numbers on your application binders
- ❑ To begin, just click on the application that you would like to review

Home Page

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Begin Application Review

Application #	Applicant	Status	ED Messages	New ED Message
1234jkl	Consortium Test	Completed	4	
789frh	ABC Applicant	Completed	6	
mju78ik	ApplicantTest	Reviewing	2	

- This column shows the status of your review
 - Reviewing – Applications for which you are entering scores and comments
 - Submitted – After you finish entering scores and comments for each required field, Peer Reviewers will Submit to ED for Review
 - Re-opened – If Panel Monitors have feedback on comments, they will leave you an “ED Message,” shown in the last two columns, and will re-open your report for revisions
 - Completed – Once a Panel Monitor signs off on all scores and comments, the application is complete

Home Page

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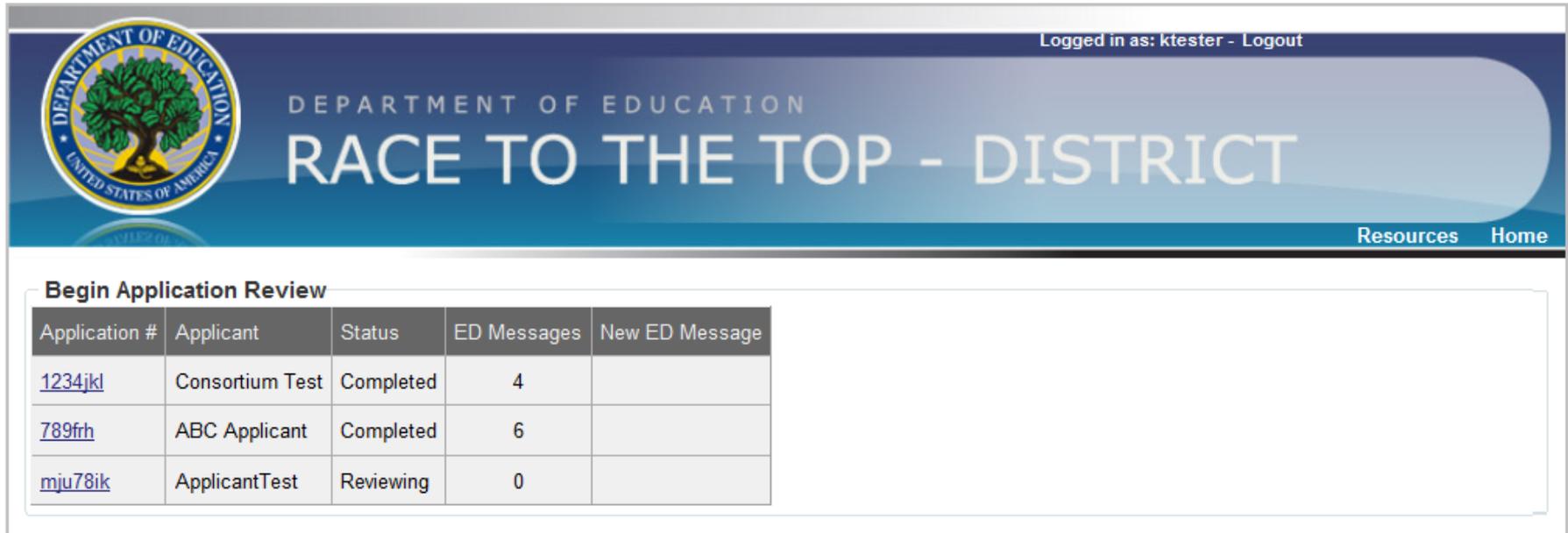
Begin Application Review

Application #	Applicant	Status	ED Messages	New ED Message
1234jkl	Consortium Test	Completed	4	
789frh	ABC Applicant	Completed	6	
mju78ik	ApplicantTest	Reviewing	2	

- ❑ The ED Messages columns indicates if your Panel Monitor has reviewed your comments and has provided you a message

Home Page

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The screenshot shows the top navigation bar of the 'Race to the Top - District' application review system. On the left is the Department of Education logo. The main header text reads 'DEPARTMENT OF EDUCATION RACE TO THE TOP - DISTRICT'. In the top right corner, it says 'Logged in as: ktester - Logout'. Below the header are links for 'Resources' and 'Home'. The main content area is titled 'Begin Application Review' and contains a table with the following data:

Application #	Applicant	Status	ED Messages	New ED Message
1234jkl	Consortium Test	Completed	4	
789frh	ABC Applicant	Completed	6	
mju78ik	ApplicantTest	Reviewing	0	

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Norman, OK 73069

Phone: (877) 645-6477
Email: RTTDTechSupport@mikogroup.com

- ❑ When you are finished, don't forget to Logout!

Reviewing an Application

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DEPARTMENT OF EDUCATION
RACE TO THE TOP - DISTRICT

Logged in as: ktester - Logout

Resources Home

Begin Application Review

Application #	Applicant	Status	ED Messages	New ED Message
1234jkl	Consortium Test	Completed	4	
789frh	ABC Applicant	Completed	6	
mju78ik	ApplicantTest	Reviewing	2	

- ❑ Select the Application # to review an application

Reviewing an Application

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DEPARTMENT OF EDUCATION
RACE TO THE TOP CONSORTIUM

Logged in as: ktester - Logout

Resources Home

The Application # is listed at the top of the page

Race to the Top Application Review for Consortium Test **Application #1234jkl**, as reviewed by Kathy Tester [Print All Sections](#)

Associated Support Documents (click on file name to open)

- [Application Consortium Test.pdf](#)

Selection Criterion	Available Points	Score	ED Message Available
A. Vision (40 total points) (Print)			
(A)(1) Articulating a comprehensive and coherent reform vision (10 points) (Edit)	10	6	
(A)(2) Applicant's approach to implementation (10 points) (Edit)	10	4	
(A)(3) LEA-wide reform & change (10 points) (Edit)	10	9	
(A)(4) LEA-wide goals for improved student outcomes (10 points) (Edit)	10	8	
B. Prior Record of Success and Conditions for Reform (45 total points) (Print)			
(B)(1) Demonstrating a clear track record of success (15 points) (Edit)	15	15	
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points) (Edit)	5	5	

Reviewing an Application

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DEPARTMENT OF EDUCATION
RACE TO THE TOP - DISTRICT

Resources Home

Race to the Top Application Review for Consortium Test, Application #1234jkl, as reviewed by Kathy Tester

[Print All Sections](#)

Associated Support Documents (click on file name to download)

- [Application Consortium Test.pdf](#)

An electronic version of the application is available here

Selection Criterion	Available Points	Score	ED Message Available
A. Vision (40 total points) (Print)			
(A)(1) Articulating a comprehensive and coherent reform vision (10 points) (Edit)	10	6	
(A)(2) Applicant's approach to implementation (10 points) (Edit)	10	4	
(A)(3) LEA-wide reform & change (10 points) (Edit)	10	9	
(A)(4) LEA-wide goals for improved student outcomes (10 points) (Edit)	10	8	
B. Prior Record of Success and Conditions for Reform (45 total points) (Print)			
(B)(1) Demonstrating a clear track record of success (15 points) (Edit)	15	15	
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points) (Edit)	5	5	

Reviewing an Application

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- ❑ Each application page includes all of the sections that require you to input scores and comments
- ❑ For each Selection Criterion, you will see:
 - ❑ Available Points
 - ❑ Your assigned score or a pencil icon indicating you need to enter a score
 - ❑ ED Message, if there is one available

DEPARTMENT OF EDUCATION
RACE TO THE TOP - DISTRICT

Logged in as: ktester - Logout

Resources Home

Race to the Top Application Review for ApplicantTest, Application #0002IA-5, as reviewed by Tester, Kathy [Print All Sections](#)

Associated Support Documents (click on file name to open)

- [Application 1234ijkl.pdf](#)

Selection Criterion	Available Points	Score	ED Message Available
A. Vision (40 total points) (Print)			
(A)(1) Articulating a comprehensive and coherent reform vision (10 points) (Edit)	10		

Reviewing an Application

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Selection Criterion	Available Points	Score	ED Message Available
A. Vision (40 total points) (Print)			
(A)(1) Articulating a comprehensive and coherent reform vision (10 points) (Edit)	10		
(A)(2) Applicant's approach to implementation (10 points) (Edit)	10		
(A)(3) LEA-wide reform & change (10 points) (Edit)	10		
(A)(4) LEA-wide goals for improved student outcomes (10 points) (Edit)	10		
B. Prior Record of Success and Conditions for Reform (45 total points) (Print)			
(B)(1) Demonstrating a clear track record of success (15 points) (Edit)	15		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points) (Edit)	5		

- When you begin a review, you will notice pencils in the score column indicating that you need to enter a score for that criterion

Entering Scores and Comments

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Selection Criterion	Available Points	Score	ED Message Available
A. Vision (40 total points) (Print)			
(A)(1) Articulating a comprehensive and coherent reform vision (10 points) (Edit)	10		
(A)(2) Applicant's approach to implementation (10 points) (Edit)	10		
(A)(3) LEA-wide reform & change (10 points) (Edit)	10		
(A)(4) LEA-wide goals for improved student outcomes (10 points) (Edit)	10		
B. Prior Record of Success and Conditions for Reform (45 total points) (Print)			
(B)(1) Demonstrating a clear track record of success (15 points) (Edit)	15		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points) (Edit)	5		

- ❑ To enter a score and comment, click Edit at the end of the appropriate section

Entering Scores and Comments

176

A. Vision (40 total points)	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)		
<p>The extent to which the applicant has set forth a comprehensive and coherent reform vision that—</p> <p>(a) Builds on its work in four core educational assurance areas (as defined in this notice);</p> <p>(b) Articulates a clear and credible approach to the goals of accelerating student achievement and increasing equity through personalized student support grounded in common and individual academic interests; and</p> <p>(c) Describes what the classroom experience will be like for students and teachers participating in personalized learning environments.</p>	10	<input data-bbox="1663 444 1748 511" type="text" value="8"/>

Click in the score textbox and type your score

(A)(1) Reviewer Comments:

Rich text editor toolbar with icons for undo, redo, bold, italic, underline, font color, background color, text color, link, unlink, list, indent, outdent, and help. Below the toolbar is a large empty text area for entering reviewer comments.

Entering Scores and Comments

177



DEPARTMENT OF EDUCATION

RACE TO THE TOP - DISTRICT

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[Resources](#) [Home](#)

Please correct the following:

- Score cannot be greater than the amount available

Race to the Top Application Review for Application #mju78ik as reviewed by Tester, Kathy Printable Version

Reviewer's Score

A. Vision (40 total points)	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)		
<p>The extent to which the applicant has set forth a comprehensive and coherent reform vision that—</p> <ul style="list-style-type: none">(a) Builds on its work in four core educational assurance areas (as defined in this notice);(b) Articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests; and(c) Describes what the classroom experience will be like for students and teachers participating in personalized learning environments.	10	11

Entering Scores and Comments

178

DEPARTMENT OF EDUCATION
RACE TO THE TOP - DISTRICT

Logged in as: ktester - Logout

Resources Home

Race to the Top Application Review for ApplicantTest, Application #mju78ik, as reviewed by Tester, Kathy [Print All Sections](#)

Selection Criterion	Available Points	Score	ED Message Available
A. Vision (40 total points) (Print)			
(A)(1) Articulating a comprehensive and coherent reform vision (10 points) (Edit)		8	
(A)(2) Applicant's approach to implementation (10 points) (Edit)		9	
(A)(3) LEA-wide reform & change (10 points) (Edit)			
(A)(4) LEA-wide goals for improved student outcomes (10 points) (Edit)			
B. Prior Record of Success and Conditions for Reform (45 total points) (Print)			
(B)(1) Demonstrating a clear track record of success (15 points) (Edit)	15		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points) (Edit)	5		

As you start filling in your scores, the pencil icons will disappear. This area will now reveal your score instead of the pencil icon.

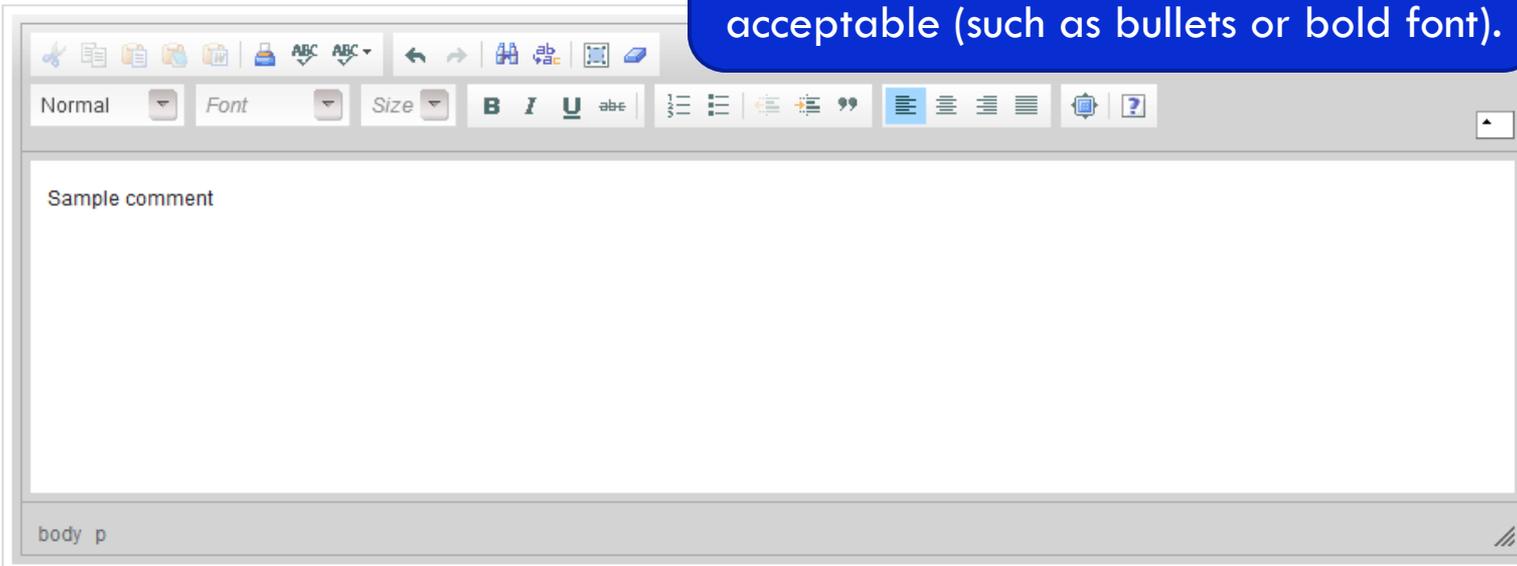
Entering Scores and Comments

179

A. Vision (40 total points)	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)		
<p>The extent to which the applicant has set forth a comprehensive and coherent reform vision that—</p> <ul style="list-style-type: none">(a) Builds on its work in four core educational assurance areas (as defined in this notice);(b) Articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests; and(c) Describes what the classroom experience will be like for student environments.	10	<input type="text" value="8"/>

Comments are added in the Reviewer Comments area. Light formatting is acceptable (such as bullets or bold font).

(A)(1) Reviewer Comments:

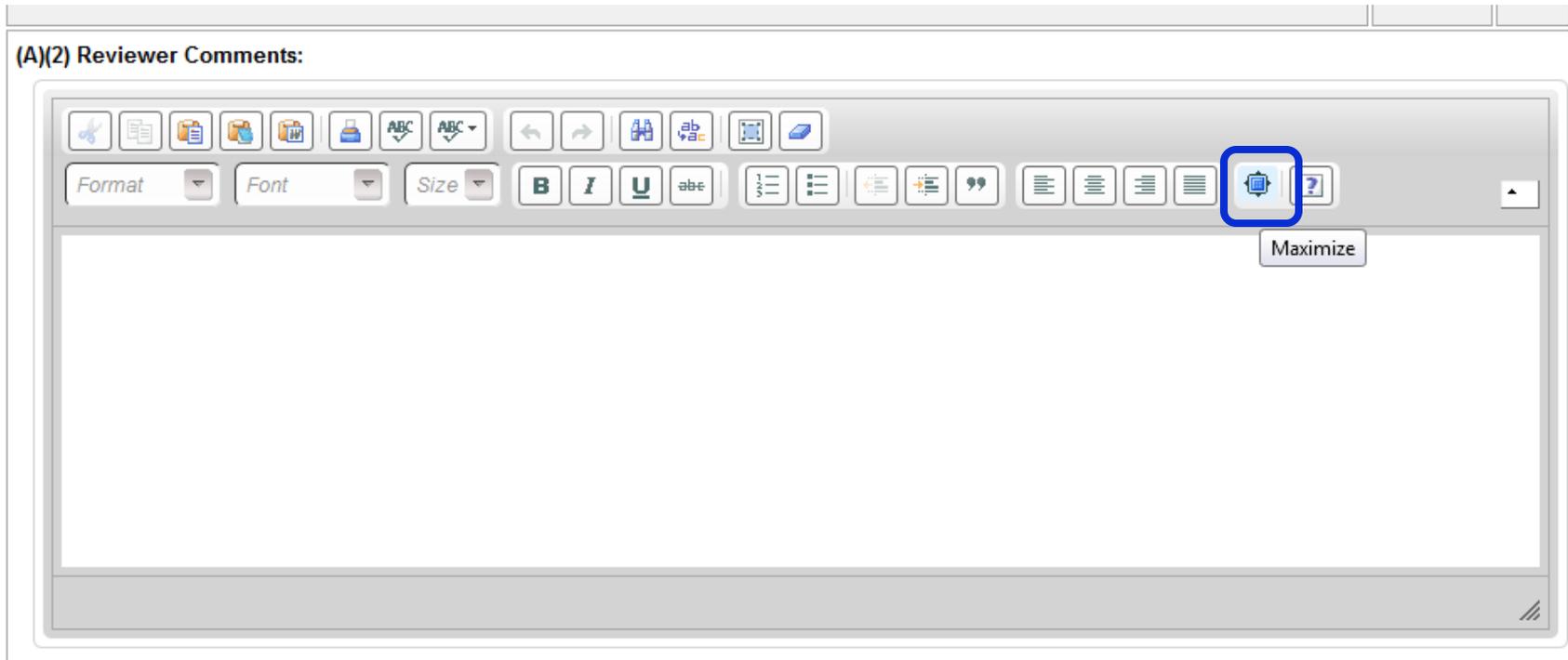


The screenshot shows a rich text editor interface for entering reviewer comments. At the top, there is a toolbar with various icons for undo, redo, bold, italic, underline, text color, background color, bulleted list, numbered list, link, and unlink. Below the toolbar, there are dropdown menus for 'Normal' (font style), 'Font' (font family), and 'Size' (font size). The main area is a large text box containing the placeholder text 'Sample comment'. At the bottom left of the text box, the text 'body p' is visible, indicating the current text format. A small icon in the bottom right corner of the text box suggests a 'hide' or 'collapse' function.

Maximize

180

- ❑ To have more room to type comments, maximize your comments area by clicking this icon
- ❑ Click it again to return to the smaller comment space



Save & Next

- Save & Next will save the previous criteria, and take you to the next criteria section

DEPARTMENT OF EDUCATION
RACE TO THE TOP - DISTRICT

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Resources Home

Your changes have been successfully saved.

Race to the Top Application Review for Application #mju78ik as reviewed by Tester, Kathy [Printable Version](#)

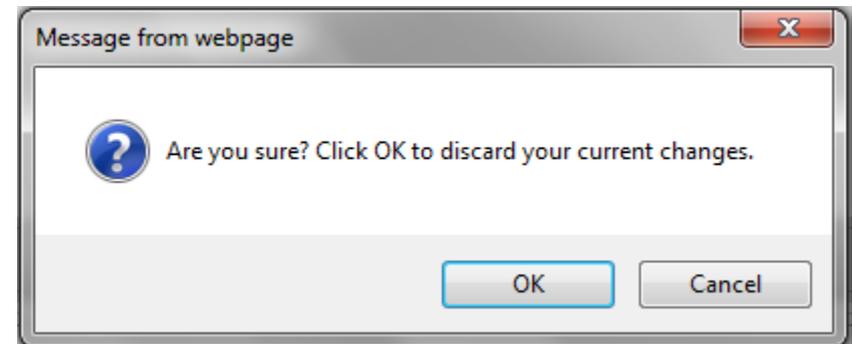
Reviewer's Score

A. Vision (40 total points)	Available	Score
(A)(4) LEA-wide goals for improved student outcomes (10 points)		
The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup (as defined in this notice), for each participating LEA in the following areas: (a) Performance on summative assessments (proficiency status and growth).	10	<input type="text"/>

Clicking the Cancel Button

182

- When you click the Cancel button you will be prompted with a dialog box to ask if you want to discard your changes
- Click **OK to discard** your changes
- Click **Cancel to return** to your work



Absolute Priority 1

183

- ❑ Absolute Priority 1 is a little different. Instead of adding a numeric score, choose the appropriate selection (Met or Not Met) from the dropdown selection.
- ❑ The Reviewer Comments section is the same as other Reviewer comment sections

Reviewer's Score

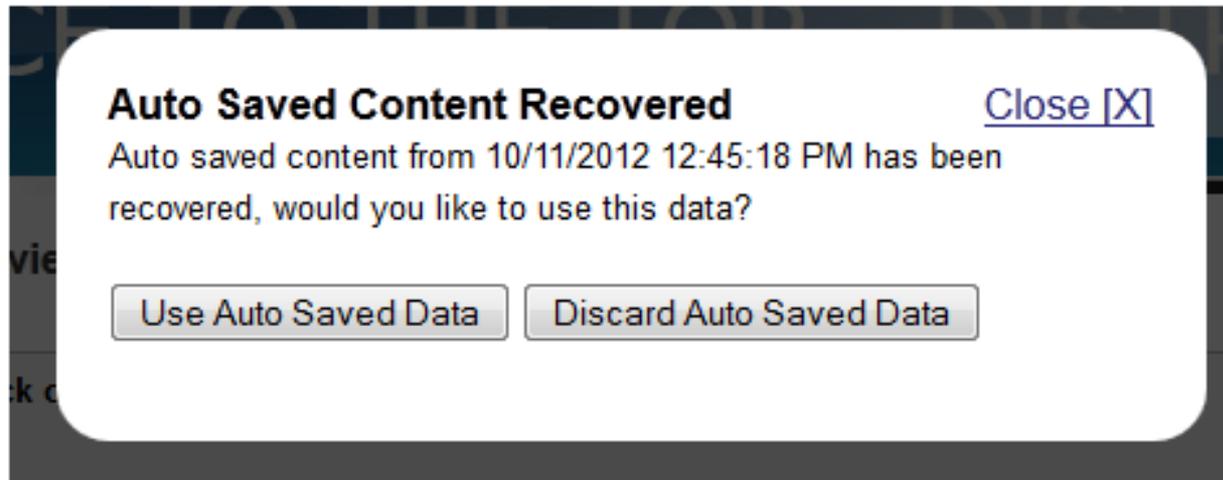
Absolute Priority 1	Available	Select
<p>Absolute Priority 1</p> <p><u>Absolute Priority 1: Personalized Learning Environments.</u> To meet this priority, an applicant must coherently and comprehensively address how it will build on the core educational assurance areas (as defined in this notice) to create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice); accelerate student achievement and deepen student learning by meeting the academic needs of each student; increase the effectiveness of educators; expand student access to the most effective educators; decrease achievement gaps across student groups; and increase the rates at which students graduate from high school prepared for college and careers.</p> <p><i>An applicant must address Absolute Priority 1 in its responses to the selection criteria. Applicants do not write to Absolute Priority 1 separately.</i></p>	Met/Not Met	<input type="button" value="Met"/> <input type="button" value="Not Met"/>

Absolute Priority 1 Reviewer Comments:

Auto Save Feature

184

- ❑ There is an auto-save feature built into the ARS
- ❑ If your browser is closed after **5 minutes** of being idle, you will be prompted to sign back in
- ❑ When you navigate back to the section you were working on, you will be given the opportunity to recover your work
- ❑ Click on “Use Auto Saved Data” to bring back your work



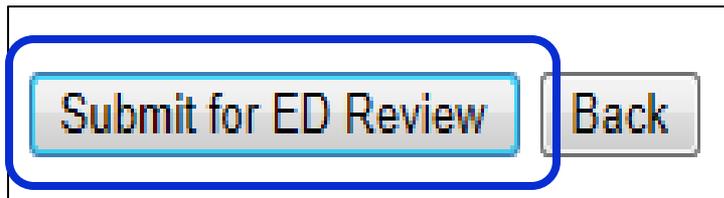
Save Your Work

- ❑ **Please save your work frequently.** Even though Auto Save is a great help, it should not be relied upon in a routine manner.
- ❑ If you discard your changes, auto save should bring you back to the last saved version of your section
- ❑ **Please save your work frequently**
- ❑ And lastly, **please save your work frequently**

Submitting Your Review

186

- When you are finished with scoring and commenting on all sections, you will submit your review to ED
- Scroll to the bottom of your review and you will see the button used to submit your application for review



DEPARTMENT OF EDUCATION
RACE TO THE TOP - DISTRICT

Race to the Top Application Review for Applicant Test, Application #00021A-5, as reviewed by Tester, Kathy

Associated Support Documents (click on file name to open)

- Application_172661.pdf

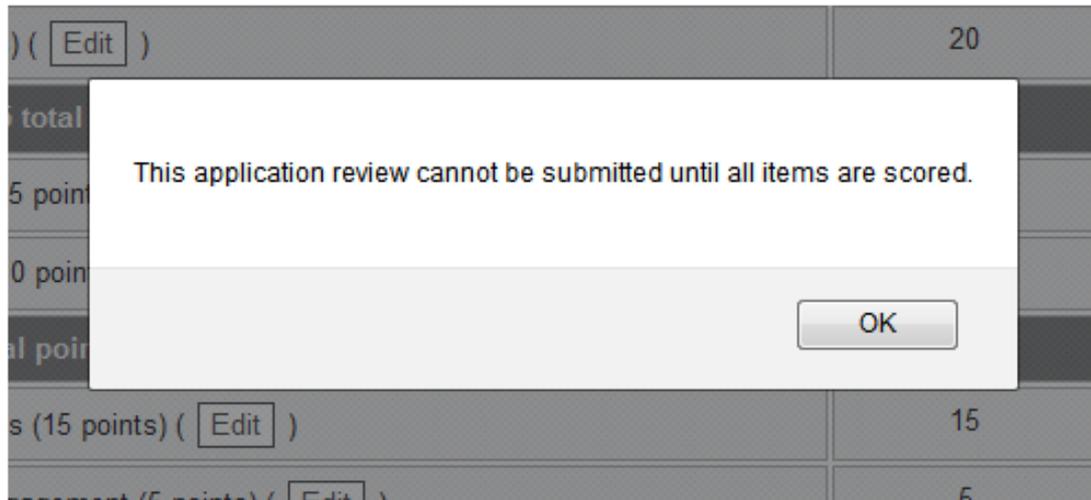
Selection Criterion	Available Points	Score	ED Message Available	Reviewer Comment Available
A. Vision (40 total points) (Print)				
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10			
(A)(2) Applicant's approach to implementation (10 points)	10			
(A)(3) LEA-wide reform & change (10 points)	10			
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10			
B. Prior Record of Success and Conditions for Reform (45 total points) (Print)				
(B)(1) Demonstrating a clear track record of success (15 points)	15			
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5			
(B)(3) State context for implementation (10 points)	10			
(B)(4) Stakeholder engagement and support (15 points)	15			
C. Preparing Students for College and Careers (40 total points) (Print)				
(C)(1) Learning (20 points)	20			
(C)(2) Teaching and Leading (20 points)	20			
D. LEA Policy and Infrastructure (25 total points) (Print)				
(D)(1) LEA practices, policies, and rules (15 points)	15			
(D)(2) LEA and school infrastructure (10 points)	10			
E. Continuous Improvement (30 total points) (Print)				
(E)(1) Continuous improvement process (15 points)	15			
(E)(2) Ongoing communication and engagement (5 points)	5			
(E)(3) Performance measures (5 points)	5			
(E)(4) Evaluating effectiveness of investments (5 points)	5			
F. Budget and Sustainability (20 total points) (Print)				
(F)(1) Budget for the project (10 points)	10			
(F)(2) Sustainability of project goals (10 points)	10			
Competitive Preference Priority (10 total points) (Print)				
Competitive Preference Priority (10 total points)	10			
Absolute Priority 1: Personalized Learning Environments (Print)				
Absolute Priority 1 (10 total points)				

Submit for ED Review Delete Review Back

Submitting Your Review

187

- ❑ *Note: You will not be able to Submit for Ed Review until all scores and comments are in place*



ED Messages

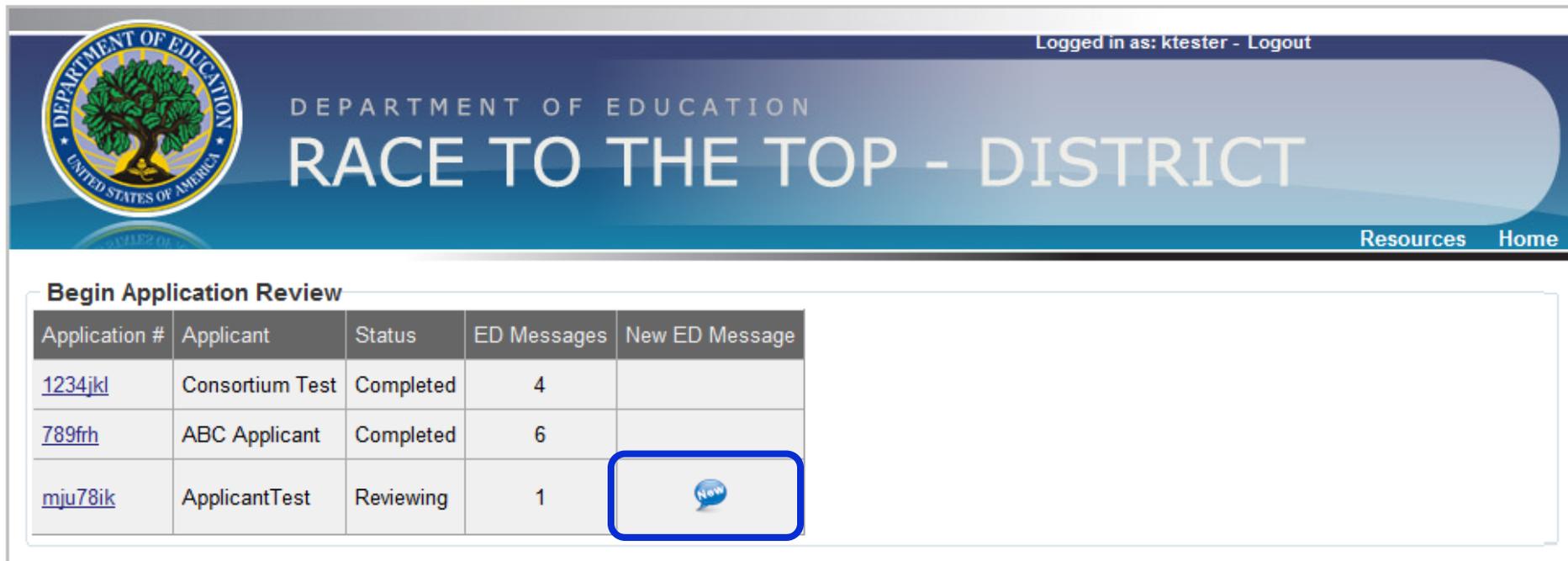
188

- ❑ As we will discuss in more detail later, the role of the Panel Monitor is to review Peer Reviewer comments and provide feedback
- ❑ Panel Monitors will provide that feedback primarily through ED Messages, that can be left for specific sections in the ARS

New ED Message

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- When you receive a new ED Message, you will receive an alert on your Home Page



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DEPARTMENT OF EDUCATION
RACE TO THE TOP - DISTRICT

Resources Home

Begin Application Review

Application #	Applicant	Status	ED Messages	New ED Message
1234jkl	Consortium Test	Completed	4	
789frh	ABC Applicant	Completed	6	
mju78ik	ApplicantTest	Reviewing	1	

New ED Message

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- As you click into the review, you can see which section contains the comment

DEPARTMENT OF EDUCATION
RACE TO THE TOP - DISTRICT

Logged in as: ktester - Logout

Resources Home

Race to the Top Application Review for ApplicantTest, Application #mju78ik, as reviewed by Tester, Kathy [Print All Sections](#)

Selection Criterion	Available Points	Score	ED Message Available
A. Vision (40 total points) (Print)			
(A)(1) Articulating a comprehensive and coherent reform vision (10 points) (Edit)	10	8	
(A)(2) Applicant's approach to implementation (10 points) (Edit)	10	9	
(A)(3) LEA-wide reform & change (10 points) (Edit)	10		
(A)(4) LEA-wide goals for improved student outcomes (10 points) (Edit)	10		
B. Prior Record of Success and Conditions for Reform (45 total points) (Print)			

New ED Message

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- ❑ To view the ED Message, click Edit for the appropriate section

DEPARTMENT OF EDUCATION
RACE TO THE TOP - DISTRICT

Logged in as: ktester - Logout

Resources Home

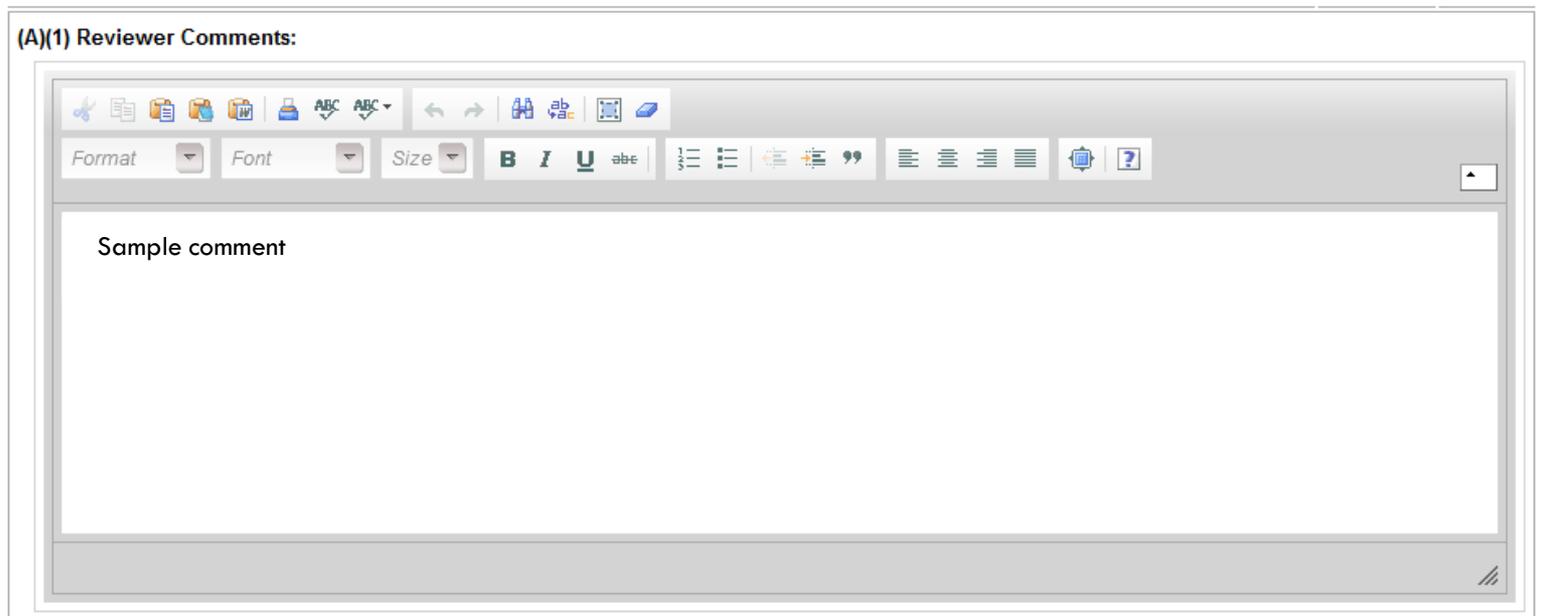
Race to the Top Application Review for ApplicantTest, Application #mju78ik, as reviewed by Tester, Kathy [Print All Sections](#)

Selection Criterion	Available Points	Score	ED Message Available
A. Vision (40 total points) (Print)			
(A)(1) Articulating a comprehensive and coherent reform vision (10 points) (Edit)	10	8	
(A)(2) Applicant's approach to implementation (10 points) (Edit)	10	9	
(A)(3) LEA-wide reform & change (10 points) (Edit)	10		
(A)(4) LEA-wide goals for improved student outcomes (10 points) (Edit)	10		
B. Prior Record of Success and Conditions for Reform (45 total points) (Print)			

ED Messages

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- Scroll to the very bottom of the page and you will see the section titled “ED Messages”, and the new message



Save Save & Exit Save & Next Cancel

ED Messages

10/9/2012 - Kathy Tester

Please complete your thought.

Printing Your TRF

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- When you have been informed by your Panel Monitor that your TRF is complete, please print your draft TRF

Logged in as: ktester - Logout

DEPARTMENT OF EDUCATION
RACE TO THE TOP - DISTRICT

Resources Home

Race to the Top Application Review for ABC Applicant, Application #789frh, as reviewed by Kathy Tester [Print All Sections](#)

Associated Support Documents (click on file name to open)

- [RTT-D Peer Reviewer Questionnaire.pdf](#)

Selection Criterion	Available Points	Score	ED Message Available
A. Vision (40 total points) (Print)			
(A)(1) Articulating a comprehensive and coherent reform vision (10 points) (Edit)	10	7	
(A)(2) Applicant's approach to implementation (10 points) (Edit)	10	9	
(A)(3) LEA-wide reform & change (10 points) (Edit)	10	8	
(A)(4) LEA-wide goals for improved student outcomes (10 points) (Edit)	10	8	

Draft TRF



Race to the Top - District
 Technical Review Form
 Application #001MO-2 for ABC Applicant

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	8
(A)(1) Reviewer Comments: Test Test Test. Test test testing...		
(A)(2) Applicant's approach to implementation (10 points)	10	8
(A)(2) Reviewer Comments: 1) The narrative is good. 2) The narrative is bad.		
(A)(3) LBA-wide reform & change (10 points)	10	8
(A)(3) Reviewer Comments: Test 2		
(A)(4) LBA-wide goals for improved student outcomes (10 points)	10	8
(A)(4) Reviewer Comments: Comment, no number.		

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	14
(B)(2) Increasing transparency in LBA processes, practices, and investments (5 points)	5	3
(B)(3) State conflict for implementation (10 points)	10	10
(B)(4) Stakeholder engagement and support (10 points)	10	8
(B)(5) Analysis of needs and gaps (5 points)	5	5

C. P	Total	210	19
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Application #0035TX-3 for Alvin as reviewed by Reviewer6

DRAFT VERSION

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
(F)(2) Sustainability of project goals (10 points)	10	2

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	8

- When you submit your review, you will print out a copy to give to your Panel Monitor
- This copy will show “DRAFT VERSION” instead of a signature line

Signing Your TRF



Race to the Top - District
 Technical Review Form
 Application #0001MO-2 for ABC Applicant

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	8
(A)(1) Reviewer Comments: Test Test Test: Test test testing...		
(A)(2) Applicant's approach to implementation (10 points)	10	8
(A)(2) Reviewer Comments: 1) The narrative is good. 2) The narrative is bad.		
(A)(3) LEA-wide reform & change (10 points)	10	8
(A)(3) Reviewer Comments: Test 2		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	8
(A)(4) Reviewer Comments: Comment, no number.		

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	14
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	3
(B)(3) State context for implementation (10 points)	10	10
(B)(4) Stakeholder engagement and		
(B)(5) Analysis of needs and gaps		

C. Preparing Students for C

(C)(1) Learning (20 points)		
(C)(2) Teaching and Learning (20 points)		

D. LEA Policy and Infrastructure

(D)(1) LEA policies, policies, rules		
(D)(2) LEA and school infrastructure		

E. Continuous Improvement

(E)(1) Continuous improvement plan		
(E)(2) Ongoing communication and		
(E)(3) Performance measures (5 points)		
(E)(4) Evaluating effectiveness of		

F. Budget and Sustainability

(F)(1) Budget for the project (10 points)		
(F)(2) Sustainability of project goals		

Competitive Preference Price

	Available	Score
Competitive Preference Priority (10 total points)	10	8

- When there are no more revisions requested, the review will be marked **Completed**
- When a TRF is completed, then the signature lines will appear

Application #0001MO-2 for ABC Applicant as reviewed by Test Reviewer

Signatures

Reviewer Signature	Test Reviewer Reviewer Name (Print)	Date
Panel Monitor Signature	Panel Monitor Name (Print)	Date
Competition Manager Signature	Competition Manager Name (Print)	Date

Resources

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DEPARTMENT OF EDUCATION
RACE TO THE TOP - DISTRICT

Resources Home

Application Template
Executive Summary
FAQ
Scoring Tool
Scoring Tool (Word)

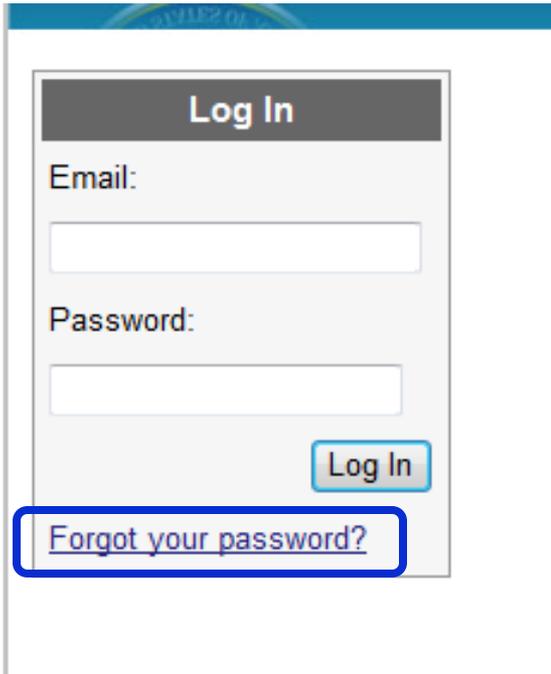
Begin Application Review

Application #	Applicant ID	Status	ED Messages	New ED Message
0001MO-1	0001MO	Completed	6	
0002IA-5	0002IA	Reviewing	1	
0003AR-1	0003AR	Completed	4	

- ❑ You have access to several resources as you complete your review including:
 - ❑ Application Template
 - ❑ Executive Summary
 - ❑ FAQ (Frequently Asked Questions)
 - ❑ Scoring Tool

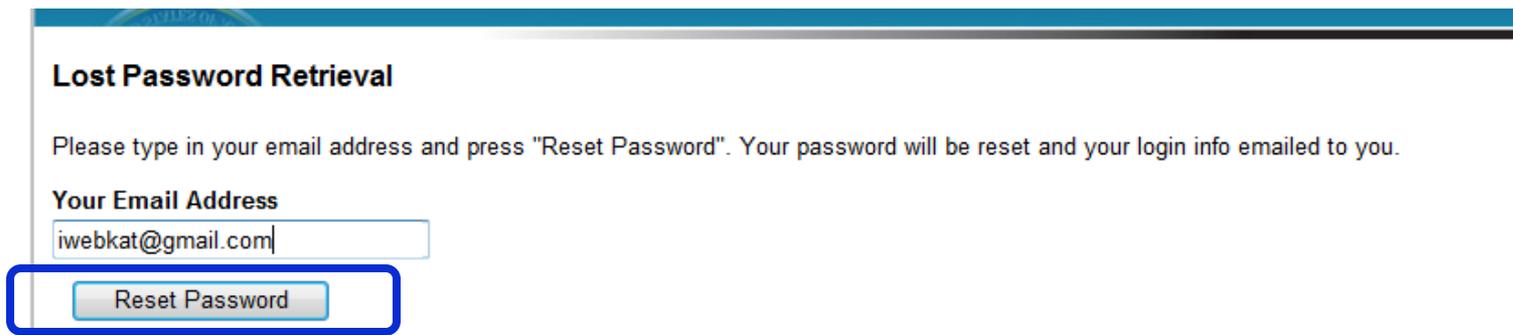
Lost Password

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The screenshot shows a 'Log In' form with a dark header. Below the header are two input fields: 'Email:' and 'Password:'. A 'Log In' button is located at the bottom right of the form. A blue box highlights the text 'Forgot your password?' at the bottom left of the form.

- ❑ If you forget your password, simply select “Forgot your password?” at the bottom of the log in box
- ❑ Type in your email address and press “Reset Password”
- ❑ Your password will be reset and your new log in information will be emailed to you



The screenshot shows a 'Lost Password Retrieval' form. It includes a heading 'Lost Password Retrieval', a paragraph of instructions, and a 'Your Email Address' label above an input field containing 'iwebkat@gmail.com'. A 'Reset Password' button is located below the input field and is highlighted with a blue box.

Need Assistance with ARS?

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- ❑ Feel free to email or give us a call during office hours. We will be very happy to assist you!
- ❑ Contact:
 - ❑ RTTDTechSupport@mikogroup.com
 - ❑ **877-645-6477 (toll free)**
 - ❑ Office hours are 8:00 a.m. – 5:00 p.m. (CST) daily
 - ❑ Emails received after office hours will be answered during the next business day, if not earlier
 - ❑ Our contact information is right on the Home Page!

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Q & A

200

Logistics

Travel for On-site Review

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- ❑ Travel for the on-site review will be booked by The Miko Group.
- ❑ Peer Reviewers will receive information regarding travel on October 31, 2013
- ❑ Travel will only be booked from home locations

Note: Not all applications will be discussed during the on-site review. If you are a Peer Reviewer for an application that does not move on to the on-site review, you will not need to attend the on-site review and travel arrangements will be cancelled.

Wrap Up and Next Steps

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Peer Reviewers:

- ❑ Submit signed Reviewer Agreement before departing
- ❑ Complete the survey for the training before departing
- ❑ Pick up applications
- ❑ Submit training travel reimbursements to the Miko Group by October 25, 2013

ED and Miko Group:

- ❑ Send second Task Order for Peer Reviewer signature
- ❑ Process travel reimbursements
- ❑ E-mail ARS log in information to Peer Reviewers
- ❑ Mail assigned applications to Peer Reviewers

Key Contact Information

203

- ❑ Peer Reviewer Mailbox: racetothetopreview@ed.gov
- ❑ Department of Education Contacts:
 - ❑ Dr. Loveen Bains: 202-453-5999
 - ❑ Renee Faulkner: 202-205-4012
- ❑ Review Reimbursement:
 - ❑ MIKO Lead - Tracy Meadows: 405-321-9111, ext. 251; RTTDLogistics@mikogroup.com
- ❑ Application Review System (ARS) Support
 - ❑ ARS Lead – Kathy Robertson: 405-321-9111, ext. 250; RTTDTechSupport@mikogroup.com

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Thank you!

Thank you all for your commitment and dedication to the Race to the Top – District program. We appreciate your willingness to serve as a Peer Reviewer and look forward to working with you!