

# FY2013 RACE TO THE TOP – DISTRICT RETURNING 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
  - ❑ Discuss scoring and tips for writing high quality comments

# Agenda

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- ❑ Welcome
- ❑ Overview of the Peer Review Process and Understanding the Application
- ❑ Conflict of Interest and Ethics & Confidentiality Agreements
- ❑ Introduction to Scoring and Writing Comments
- ❑ Eligibility and Program Requirements
- ❑ Absolute Priorities
- ❑ Selection Criteria A and B
- ❑ Workshop
- ❑ Selection Criteria C
- ❑ Q/A
- ❑ Selection Criteria D, E, and F and Competitive Preference Priority
- ❑ Revisiting Scoring and Comments
- ❑ Review Process
- ❑ Logistics and Q/A

# FY13 Peer Reviewer Handbook

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- ❑ Important Contact Information
- ❑ Presentation Slides
- ❑ Workshop
- ❑ 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 today's presentation

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- ❑ You should have received an email with the following materials that we will use as part of the webinar today
  - ❑ Presentation slides
  - ❑ Instructions and materials for Workshop
  - ❑ 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](mailto: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.

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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, Phases 1-3 (ELC): ~\$1B 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

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- ❑ 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

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- ❑ 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 us 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](mailto:Marcella.Goodridge@ed.gov)

Send Conflict of Interest survey and Peer Reviewer Agreement to:

Email: [RTTDLogistics@mikogroup.com](mailto:RTTDLogistics@mikogroup.com)

Fax: (855) 631-0649

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# Ethics & Confidentiality Agreements

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# Understanding the Application

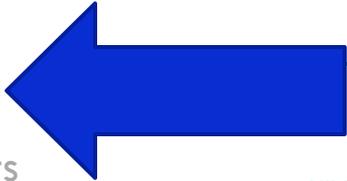
# Parts of the Application

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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

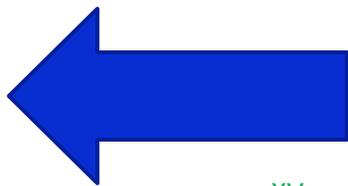
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- |       |   |        |  |
|-------|---|--------|--|
| I.    | Application Introduction, Instructions, and Submission Procedures | XI.    | Budget   |
| II.   | <b>Eligibility Requirements</b>                                   | XII.   | Definitions  |
| III.  | Application Requirements  | XIII.  | Memorandum of Understanding for Consortia Applications |
| IV.   | Application Assurances  | XIV.   | Scoring Overview and Chart                             |
| V.    | Program-specific Assurances for Individual Applicants             | XV.    | Program Requirements                                   |
| VI.   | Program-specific Assurances for Consortia Applicants              | XVI.   | Reporting Requirements                                 |
| VII.  | Other Assurances and Certifications                               | XVII.  | Contracting for Services                               |
| VIII. | Absolute Priorities   | XVIII. | Intergovernmental Review                               |
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|       |   | XXI.   | Appendix   |
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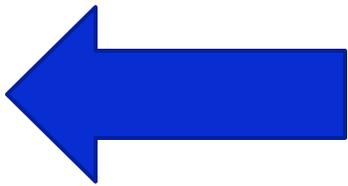
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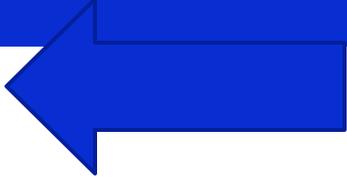
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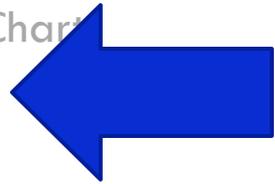
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# Selection Criterion Example

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

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

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 in this notice) 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 in this notice), participating students (as defined in this notice) from low-income families, participating students (as defined in this notice) who are high-need students (as defined in this notice), and participating educators (as defined in this notice). If participating schools (as defined in this notice) have yet to be selected, the applicant may provide approximate numbers.

*In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.*

*The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.*

*To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.*

*Peer reviewers will reward applicants for developing goals that – in light of the applicant's proposal – are “ambitious yet achievable.” In determining whether an applicant has “ambitious yet achievable” and “specific” goals, reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of that proposal. Reviewers will not reward applicants for goals that are too general or too broad here; nor will higher goals necessarily be rewarded above lower ones.*

*Recommended maximum response length: Eight pages (excluding tables)*

(Enter text here.)

Selection  
Criterion

Instructions

Narrative  
response

# Selection Criteria Example: Tables

## (A)(2) Applicant's approach to implementation (10 points) (Application page 29-31)

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

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 in this notice) 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 in this notice), participating students (as defined in this notice) from low-income families, participating students (as defined in this notice) who are high-need students (as defined in this notice), and participating educators (as defined in this notice). If participating schools (as defined in this notice) have yet to be selected, provide approximate numbers.

In the text box below, the applicant should describe its current status in meeting the criterion and its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant has submitted to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality response, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responses to peer reviewers. See Scoring Instructions in Part XV or Appendix A in the NIA. The narrative and attachments should include any additional information the applicant believes will be helpful to peer reviewers.

Peer reviewers will evaluate the quality of the applicant's proposal – are "ambitious yet achievable" annual goals, peer reviewers will evaluate the extent of the applicant's proposal and the evidence submitted in support of the goals. The goal that peer reviewers will be looking for here; nor will higher goals necessarily result in higher scores.

Recommended maximum response length: eight pages (excluding tables)

(Enter text here.)

		School Demographics								
		Raw Data Actual numbers or estimates (Please note where estimates are used)						Percentages		
		A	B	C	D	E	F	G	H	I
Participating School	Grades/Subjects Included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	(D)/(F) Participating Students in the School	(D)/(F) Participating students from low-income families	% of Total LEA or consortium low-income population
[Name of school] (If known at time of application)		#	#	#	#	#	#	%	%	%
[LEA Name]	[Name of school]									
[LEA Name]	[Name of school]									
	[Add or delete rows as needed]									
<b>TOTAL</b>										100 %

Tables

Narrative text

# Selection Criteria Examples

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

Criterion text here

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

Criterion text here

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

Criterion text here

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

Criterion text here

*In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.*

*The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.*

*To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.*

*Recommended maximum response length: Seven pages*

(Enter text here.)

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

Criterion text here

*In the text box below, the applicant should describe its current status in meeting the criteria.*

*The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.*

*Recommended maximum response length: Four pages (excluding tables)*

(Enter text here.)

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

Criterion text here

*In the text box below, the applicant should describe its current status in meeting the criteria.*

*The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.*

*Recommended maximum response length: One page*

(Enter text here.)

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

Criterion text here

*In the text box below, the applicant should describe its current status in meeting the criteria.*

*The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.*

*Recommended maximum response length: Three pages*

(Enter text here.)

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# Scoring

# Poll Instructions

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- ❑ 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 or 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

# Scoring Poll

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*Short answer response, followed by discussion:*

1. What was the most difficult aspect of scoring applications last year?

# Scoring

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- ❑ 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 Chart

	Detailed Points	Section Points	Section %
<u>Selection Criteria:</u>			
<b>A. Vision:</b>		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>B. Prior Record of Success and Conditions for Reform</b>		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		
<b>C. Preparing Students for College and Careers</b>		40	19%
(C)(1) Learning	20		
(C)(2) Teaching and Leading	20		
<b>D. LEA Policy and Infrastructure</b>		25	12%
(D)(1) LEA practices, policies, and rules	15		
(D)(2) LEA and school infrastructure	10		
<b>E. Continuous Improvement</b>		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		
<b>F. Budget and Sustainability</b>		20	10%
(F)(1) Budget for the project	10		
(F)(2) Sustainability of project goals	10		
<u>Competitive Preference Priority</u>	10	10	5%
	<b>210</b>	<b>210</b>	<b>100%</b>

# Scoring

- 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

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# Writing Comments

# Writing Comments Poll

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*Short answer response, followed by discussion:*

1. What was the most difficult aspect of writing comments last year?

# 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

45

- ❑ 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

47

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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# Eligibility and Program Requirements

# Eligibility Requirements

50

- 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

- ❑ 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

52

- ❑ 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

53

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

54

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.

56

# Absolute Priorities

# Absolute Priority 1:

## Personalized Learning Environments

57

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

58

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

60

- 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)

61

# Selection Criteria A

# Selection Criteria A –

## Vision (40 points)

62

### **(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)

63

### **(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)

65

### **(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)

66

### **(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)

69

### **(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)

70

### **(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)

71

### **(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)

72

### **(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)

73

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).

# Workshop Instructions

75

- ❑ *Goal: In this workshop, we will discuss what makes a comment high quality by reviewing a narrative and sample comments.*
- ❑ Instructions:
  - ❑ Read sample Metro Center Unified School District narrative and review the sample comments. Decide whether each comment is strong, medium, or weak and why. As you review, think about what makes a strong, medium, or weak comment.
  - ❑ When you have finished reading, please respond to the poll questions on the next slide and in the right-hand corner of your screen.

# Workshop Poll

76

*Multiple choice response:*

1. Peer Reviewer 1 comments are:
  1. Strong
  2. Medium
  3. Weak
  
2. Peer Reviewer 2 comments are:
  1. Strong
  2. Medium
  3. Weak

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## Selection Criteria C

# Selection Criteria C –

## Preparing Students for College and Careers (40 points)

78

### **(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)

79

### **(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)

80

### (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)

81

### **(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)

82

### **(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)

83

### **(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.

FAQ  
E-17

FAQ  
E-18

# Selection Criteria C –

## Preparing Students for College and Careers (40 points)

84

### **(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)

85

### **(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).

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## High-quality Plans

# High-quality Plans

- Application Definitions (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

- ❑ 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

89

*Multiple choice response*

Which of these is not a component of a high-quality plan?

1. Deliverables
2. Track record of success
3. Key goals

90

Q & A

91

Break

92

One minute left...

93

## Selection Criteria D

# Selection Criteria D –

## LEA Policy and Infrastructure (25 points)

94

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)

95

### **(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)

96

### **(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).

97

## Selection Criteria E

# Selection Criteria E –

## Continuous Improvement (30 points)

98

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)

99

### **(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)

100

### **(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"><li>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); and</li><li>b) 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).</li></ul>

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
<b>PreK-3</b>	<ul style="list-style-type: none"> <li>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</li> <li>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).</li> </ul>
<b>4-8</b>	<ul style="list-style-type: none"> <li>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);</li> <li>b) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and</li> <li>c) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.</li> </ul>
<b>9-12</b>	<ul style="list-style-type: none"> <li>a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form;</li> <li>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);</li> <li>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;</li> <li>d) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and</li> <li>e) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.</li> </ul>

# 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)

103

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”

- ❑ 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

# Selection Criteria E Poll

105

*Multiple choice response*

Continuous improvement measures should:

1. Provide information on student outcomes
2. Be ambitious yet achievable
3. Provide informative information on implementation

106

# Selection Criteria F

# Selection Criteria F –

## Budget and Sustainability (20 points)

107

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

# Components of the Budget

108

- ❑ 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)

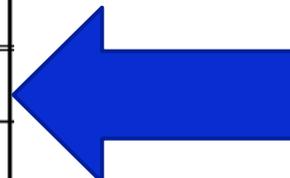
# Table - Overall Budget Summary

(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					
<b>9. Total Direct Costs (lines 1-8)</b>					
10. Indirect Costs*					
<b>11. Total Grant Funds Requested (lines 9-10)</b>					
12. Funds from other sources used to support the project					
<b>13. Total Budget (lines 11-12)</b>					

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.



# Table - Summary Project List

*(Application page 73)*

Budget Table 2-1: Overall Budget Summary Project List Evidence for: [Fill in (F)(1) or Optional Budget Supplement]				
Project Name	Primary Associated Criterion and location in application	Additional Associated Criteria and location in application	Total Grant Funds Requested	Total Budget
			Total for Grant Funds	Total Budget

# 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)

112

### **(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.

113

# Competitive Preference Priority

# Competitive Preference Priority –

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

114

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)

115

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)

116

(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)

117

- (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

# Changes from FY 2012 Competition

- ❑ 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.

# Selection Criteria Poll

119

## *Short answer response*

1. What advice do you have for new peer reviewers when scoring and writing comments on the selection criteria?

120

# Scoring and Comments Revisited

# Scoring: Absolute Priority 1

121

- ❑ 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

122

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

123

- ❑ 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

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- ❑ 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

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- ❑ 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

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# Review Process

# Review Process

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- ❑ 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

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- ❑ October 3, 2013: Race to the Top – District Application Deadline
- ❑ 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

133

- ❑ 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

135

- ❑ 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)

137

- ❑ 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

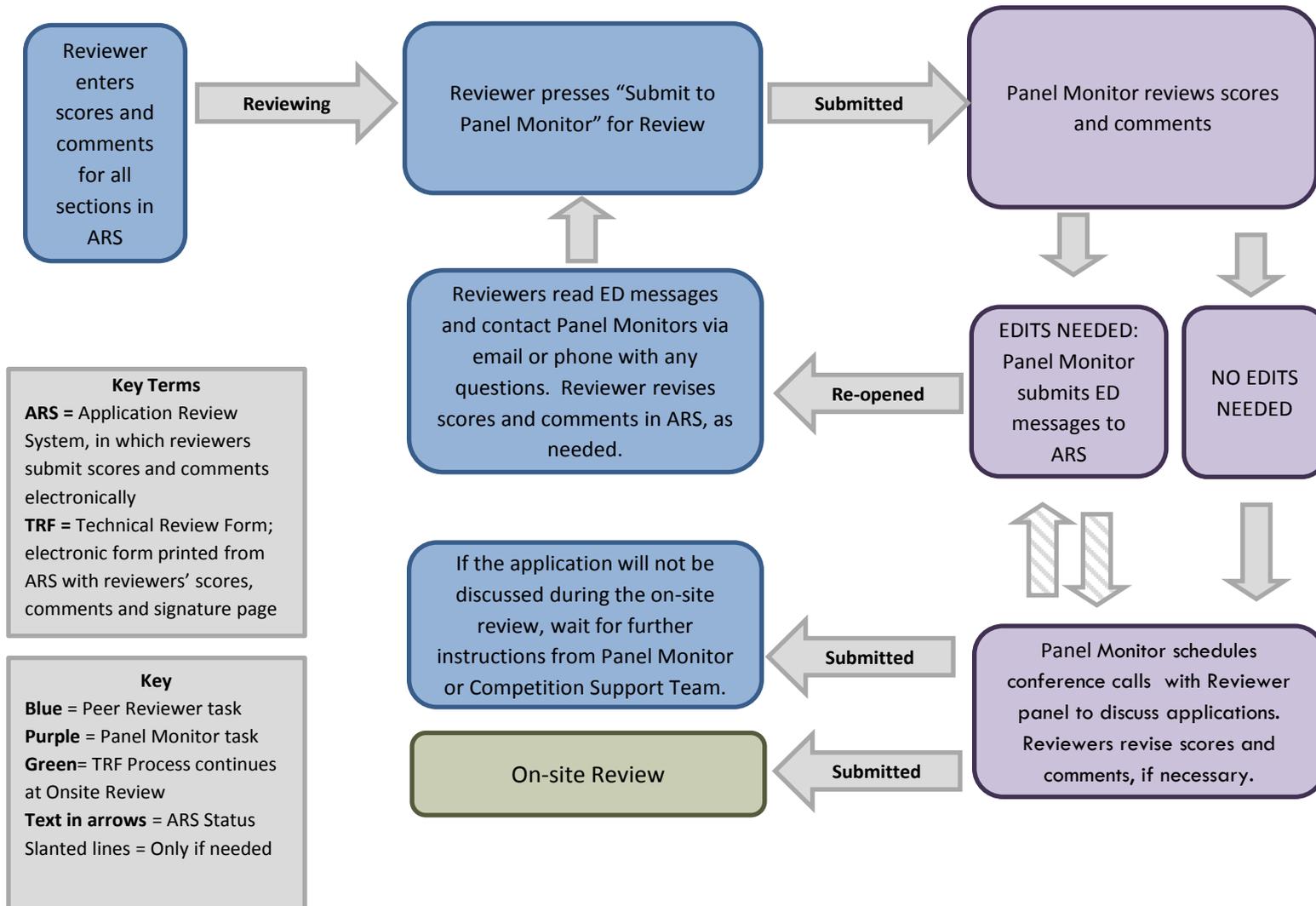
# Off-site TRF Process

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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
<b>Begin reading first two applications</b>						
October 20	October 21	October 22	October 23	October 24	October 25	October 26
			<b>Scores and comments for first two applications in ARS</b>	<b>Panel Call #1</b>	<b>Panel Call # 1 Revise Scores and Comments</b>	<b>Begin reading last two applications</b>
October 27	October 28	October 29	October 30	October 31	November 1	November 2
November 3	November 4	November 5	November 6			
<b>Scores and comments for the last two applications in the ARS</b>	<b>Panel Call #2 Revise Scores and Comments</b>	<b>Panel Call #2 Revise Scores and Comments</b>	<b>All scores and comments submitted in the ARS</b>			

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Q & A

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# 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.

# Application Review System (ARS)

146

- ❑ We will be using the same Application Review System (ARS) as last year.
- ❑ If you have questions or would like a refresher on using the ARS, we will be offering a training on Friday, October 11 for new peer reviewers. If you are interested in participating, please email [racetothetopreview@ed.gov](mailto:racetothetopreview@ed.gov) as soon as possible.

# Wrap Up and Next Steps

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## Peer Reviewers:

- ❑ Submit signed Reviewer Agreement
  - ❑ Email: [RTTDLogistics@mikogroup.com](mailto:RTTDLogistics@mikogroup.com)
  - ❑ Fax: (855) 631-0649

## ED and Miko Group:

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

# Key Contact Information

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- ❑ Peer Reviewer Mailbox: [racetothetopreview@ed.gov](mailto: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](mailto:RTTDLogistics@mikogroup.com)
- ❑ Application Review System (ARS) Support
  - ❑ ARS Lead – Kathy Robertson: 405-321-9111, ext. 250; [RTTDTechSupport@mikogroup.com](mailto:RTTDTechSupport@mikogroup.com)

# 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 again and look forward to working with you!