



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
ACADEMIC IMPROVEMENT AND TEACHER QUALITY PROGRAMS

September 26, 2007

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Dear Applicant,

Assistant Supt.
Secondary

We have completed our review of applications received under the Smaller Learning Communities Program (CFDA 84.215L). The Department received a total of 236 eligible applications in this competition. Of these, 38 were selected for funding. Unfortunately, your application was not selected for funding this year.

Each application received a comprehensive review by external reviewers who had experience implementing, documenting, or evaluating policies, programs, or practices at the national, state, or district level to improve the academic achievement of public high school students. Panel members included teachers, school, district, and state administrators, technical assistance providers, education researchers and program evaluators. Using the criteria published in the *Federal Register* notice, three reviewers independently rated each application and documented strengths and weaknesses.

The Department does not return copies of unfunded application to the applicant but we will retain a copy of your application until the end of this calendar year in the event that you wish to discuss it with us. **We are enclosing a copy of the reviewers' evaluations and comments, which you may use to strengthen your proposal for future competitions.** To that end, please check our website beginning in November 2007 for information about the next Smaller Learning Communities grants competition: <http://www.ed.gov/programs/slcp/applicant.html>.

We appreciate the time and thought that went into the planning and preparation of your application. Your ongoing school improvement efforts are critical to improving educational services that will meet the unique needs of high school students. Again, we do regret that we are unable to support your application and thank you for your effort.

Please forward any further inquiries to me at smallerlearningcommunities@ed.gov.

Sincerely,

Angela Hernandez-Marshall
Team Leader
Smaller Learning Communities
High School Group

www.ed.gov

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Technical Review Coversheet

Applicant: Madison Metropolitan School District - Assistant Superintendent-MS/HS (S215L070327)

Reader #1:

	POINTS POSSIBLE	POINTS SCORED
Selection Criteria		
1. Need for the Project (8 Points)	8	8
2. Quality of the Project Design (25 Points)	25	23
3. Quality of Project Services (45 Points)	45	41
4. Support for Implementation (17 Points)	17	14
5. Quality of the SLC Project Evaluation (5 Points)	5	5
TOTAL	100	91

Technical Review Form

Panel 11: 84.215L

Reader #1:

Applicant: Madison Metropolitan School District - Assistant Superintendent-MS/HS (S215L070327)

1. In determining the need for the proposed project, we will consider the magnitude of the need for the services that will be provided and the activities that will be carried out by the proposed project.

Strengths

Need for the project was well outlined and extensive documentation was provided to demonstrate areas of student underachievement. Pages 1-2 and Appendix A clearly indicate an achievement gap between white/non-low income students and minority students in both reading and mathematics and across schools. Also there is a disproportional representation of black students in Special Education program and an under representation of minority students in advance coursework (page 4).

Weaknesses

No weaknesses.

Reader's Score: 8

2. In determining the quality of the design of the proposed project, we will consider the extent to which--

- (1) Teachers, school administrators, parents and community stakeholders support the proposed project and have been and will continue to be involved in its development and implementation;**
- (2) The applicant has carried out sufficient planning and preparatory activities to enable it to implement the proposed project during the school year in which the grant award will be made;**
- (3) School administrators, teachers, and other school employees will receive effective, ongoing technical assistance and support in implementing structural and instructional reforms;**
- (4) The applicant will offer all students a coherent sequence of rigorous English language arts, mathematics, and science courses that will provide students with the knowledge and skills needed to succeed in postsecondary education and careers without need for remediation; and**
- (5) The proposed project is part of a districtwide strategy for high school redesign and strengthens the district's capacity to develop and implement smaller learning communities and improve student academic achievement as part of that strategy.**

Strengths

(1) The district conducted extensive focus groups that sought the input of teachers, parents and community members (page 8).
 (1) Appendix I outlines extensive partnership between the district and local agencies (also pages 8-9). Inclusion of groups that represented under-achieving population is evident trough out the

section.

(2) There is evidence of extensive planing as demonstrated by Appendix K and outline in pages 9-10.

(3) A series of training opportunities have been identified that correlates with the needs for the project as outline in section 1 (pages 11-13). The hiring of full time Instructional Support Coaches (one per school) will provide teachers with the individualized support they will need to implement new strategies (page 11).

Additionally culturally relevant strategies will prepare teachers to better serve their growing minority student population (page 13).

(4) An extensive four phase plan is presented which includes curriculum alignment, articulation with the Middle Schools, examination of existing scope and sequence, as well as an analysis of course content for cultural relevance (pages 14-15). This multiyear approach should provide teachers with ample time to implement changes without becoming overwhelm.

(5) The proposed project is part of district efforts to provide consistency across the district while maintaining the unique identities of each individual school (page 16). Appendix L outlines district-wide reform initiatives.

Weaknesses

(1) No weaknesses found.

(2) No weaknesses found.

(3) No weaknesses found.

(4) No weaknesses found.

(5) As part of the district's strategic planing there is no examination of the successes and weaknesses of previous SLC initiatives (pages 15-16).

Reader's Score: 23

3. In determining the quality of the services to be provided by the proposed project, we will consider the extent to which the proposed project is likely to be effective in--

(1) Creating an environment in which a core group of teachers and other adults within the school know the needs, interests, and aspirations of each student well, closely monitor each student's progress, and provide the academic and other support each student needs to succeed;

(2) Equipping all students with the reading/English language arts, mathematics, and science knowledge and skills they need to succeed in postsecondary education and careers without need for remediation;

(3) Helping students who enter high school with reading/English language arts or mathematics skills that are significantly below grade-level catch up quickly and attain proficiency by the end of the 10th grade;

(4) Providing teachers with the professional development, coaching, regular opportunities for collaboration with peers, and other supports needed to implement a rigorous curriculum and provide high-quality instruction;

(5) Increasing the participation of students, particularly low-income students, in Advanced Placement, International Baccalaureate, or dual credit courses; and

(6) Increasing the percentage of students who enter postsecondary education in the semester following high school graduation.

Strengths

- (1) The proposal addresses the need for creating a core group of adults that effectively supports students throughout their school years (pages 18-19). Plans are school specific, addressing the unique needs of each school (pages 18-19). The creation of a Freshman Academy, Developmental Guidance periods, and the relocation of core classes to close proximity will assist in the creation of a model that enhances relationship between adults and students. The program model represents a combination of existing programs and new initiatives (pages 17,19,20-21).
- (2) The project not only looks at the upgrading of the curriculum in core subjects, but proposes a series of interventions and programs such as After School Supports, Academic Support Centers, Vertical Teaming and Personal Education Plans to ensure student success in academic subjects (pages 22-23).
- (3) The proposal provides a series of interventions for struggling students that start before students enter 9th grade. These interventions provide remediation in the areas of reading and mathematics. Additionally a credit recovery program in core subjects is in place for students that are falling behind (pages 23-24).
- (4) The proposed project provides teachers with ample opportunities for collaboration and allows for extensive professional development. Most of the training will be conducted by in-house resource coaches rather than relying on outside experts (pages 24-25).
- (5) Through the implementation of programs such as Project Exel, Aspira and MATC, and working with the Minority Services Coordinator, the project provides opportunities for minority and low income students to have access to Advanced Placement courses and or dual credit courses (pages 26-27).
- (6) There are programs in place to support both the preparation and the transition of students to post secondary education (pages 27-28).

Weaknesses

- (1) No weaknesses found.
- (2) No weaknesses found.
- (3) The proposed project seeks to identify struggling students before they enter high school. This practice, while it can set in place a series of interventions to address the needs of struggling students as the ones mention on page 23, fails to afford students a new beginning and a fresh start as they enter high school.
- (4) Proposal does not account for how they will bring new teachers up to par with respect to project initiatives (pages 24-25).
- (5) No weaknesses found.
- (6) There appears to be no mechanism for tracking students once they leave the high school program (pages 27-28).

Reader's Score: 41

4. In determining the adequacy of the support the applicant will provide for implementation of the proposed project, we will consider the extent to which--

- (1) The management plan is likely to achieve the objectives of the proposed project on time and within budget and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks;**
- (2) The project director and other key personnel are qualified to carry out their responsibilities, and**

- their time commitments are appropriate and adequate to implement the SLC project effectively;
- (3) The applicant will support the proposed project with funds provided under other Federal or State programs and local cash or in-kind resources; and
- (4) The requested grant amount and the project costs are sufficient to attain project goals and reasonable in relation to the objectives and design of the project.

Strengths

- (1) The proposed project includes clearly defined responsibilities (see Appendix P).
- (2) The project director as well as other key personnel are qualified to implement the proposed project as evince by their extensive resumes included in the Appendix (page 28).
- (3) Funds by other sources have been included in the budget proposal and outlined in this section (page 29).
- (4) Given the scope of the proposal, the number of students being served and commitment by the district in staff time and resources, the grant amount is sufficient and appropriate.

Weaknesses

- (1) The proposal did not include a detailed timeline.
- (2) No weaknesses found.
- (3) There is no accounting for other Federal funds in this section (page 29).
- (4) Given the nature of the project, there is concern about the large amount of money allocate for travel (see budget page).

Reader's Score: 14

5. In determining the quality of the proposed project evaluation to be conducted by an independent, third-party evaluator, we consider the extent to which--

- (1) The evaluation will provide timely, regular, and useful feedback to the LEA and the participating schools on the success and progress of implementation, and identify areas for needed improvement; and
- (2) The independent evaluator is qualified to conduct the evaluation.

Strengths

- (1) The evaluation will be conducted by a third party and provides for useful feedback to project personnel. The design and methods to be utilized by the evaluator will identify progress and specific areas for improvement, and will serve as a basis for program improvement (pages 30-31).
- (2) The evaluator has extensive experience in research and evaluation as well as familiarity with SLC as evidence by his resume which included in the proposal (page 32).

Weaknesses

- (1) No weaknesses found.
- (2) No weaknesses found.

Reader's Score: 5

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Technical Review Coversheet

Applicant: Madison Metropolitan School District - Assistant Superintendent-MS/HS (S215L070327)

Reader #2:

	POINTS POSSIBLE	POINTS SCORED
Selection Criteria		
1. Need for the Project (8 Points)	8	7
2. Quality of the Project Design (25 Points)	25	22
3. Quality of Project Services (45 Points)	45	41
4. Support for Implementation (17 Points)	17	14
5. Quality of the SLC Project Evaluation (5 Points)	5	5
TOTAL	100	89

Technical Review Form

Panel 11: 84.215L

Reader #2:

Applicant: Madison Metropolitan School District - Assistant Superintendent-MS/HS (S215L070327)

1. In determining the need for the proposed project, we will consider the magnitude of the need for the services that will be provided and the activities that will be carried out by the proposed project.

Strengths

It was evident that the project attempted to serve students in the target on page 2 based on statistical data provided. Results from the High School Survey of Student Engagement enhanced the need for additional student services on page 6.

Weaknesses

The need section did not provide a vivid description of the target area. More details were needed on the individual high schools to visualize the severity of the problems on page 2.

Reader's Score: 7

2. In determining the quality of the design of the proposed project, we will consider the extent to which--

- (1) Teachers, school administrators, parents and community stakeholders support the proposed project and have been and will continue to be involved in its development and implementation;**
- (2) The applicant has carried out sufficient planning and preparatory activities to enable it to implement the proposed project during the school year in which the grant award will be made;**
- (3) School administrators, teachers, and other school employees will receive effective, ongoing technical assistance and support in implementing structural and instructional reforms;**
- (4) The applicant will offer all students a coherent sequence of rigorous English language arts, mathematics, and science courses that will provide students with the knowledge and skills needed to succeed in postsecondary education and careers without need for remediation; and**
- (5) The proposed project is part of a districtwide strategy for high school redesign and strengthens the district's capacity to develop and implement smaller learning communities and improve student academic achievement as part of that strategy.**

Strengths

(1) It was evident that the applicant ensured both adequate support and development through the securing of partnerships to promote the redesign process on pages 7 and 8. The applicant already had partnerships from MSAN, SIMS, and NIUSI which were good indicators of aspiring to reach all of the goals within the selection criteria on page 9. The details of the partnerships on page 9 were essential in understanding the purpose and its contribution to the school district on page 9. The focus group interviews from the engagement survey appeared to

be beneficial in the planning of the project on page 8.

(2) The applicant set timelines as a sufficient planning tool to begin project implementation on page 10. The incorporation of the SIMS tool enhanced the project because of the impact of technology on learning on page 10. The application was reflective of a positive relationship among the departmental districts in being sufficient to carry out the tasks on page 10.

(3) The applicant provided appropriate ongoing professional development that are significant to student learning through the integration of technology on page 11 such as: facilitators and support staff. For example, the most appropriate ongoing technology activities were the use of instructional coaches and communication and technology support on page 11. The technical assistance was well-planned with specific tasks to provide ongoing technology assistance rather than one-day professional development on page 11. In addition, the applicant provided a plethora of professional development activities centered around technology on pages 12-13.

(4) The four phases for course development provided a roadmap to ensure that it was reflective of accomplishing its goal in ensuring that all students will be successful in postsecondary education on page 14. The phases were clearly aligned with a rigorous course sequence on page 14. The applicant had researched the best practices and analyzed course content on page 14.

(5) The proposed project was reflective of a comprehensive approach in implementing the learning community on pages 15 and 16. The applicant strengthened the need to personalize student learning environments on page 16 which connected to the first selection criteria.

Weaknesses

- (1) No weaknesses found.
- (2) No weaknesses found.
- (3) No weaknesses found.
- (4) More specific details were needed on how career skills would be addressed on page 15.

Reader's Score: 22

3. In determining the quality of the services to be provided by the proposed project, we will consider the extent to which the proposed project is likely to be effective in--

- (1) Creating an environment in which a core group of teachers and other adults within the school know the needs, interests, and aspirations of each student well, closely monitor each student's progress, and provide the academic and other support each student needs to succeed;**
- (2) Equipping all students with the reading/English language arts, mathematics, and science knowledge and skills they need to succeed in postsecondary education and careers without need for remediation;**
- (3) Helping students who enter high school with reading/English language arts or mathematics skills that are significantly below grade-level catch up quickly and attain proficiency by the end of the 10th grade;**
- (4) Providing teachers with the professional development, coaching, regular opportunities for collaboration with peers, and other supports needed to implement a rigorous curriculum and provide high-quality instruction;**
- (5) Increasing the participation of students, particularly low-income students, in Advanced Placement, International Baccalaureate, or dual credit courses; and**
- (6) Increasing the percentage of students who enter postsecondary education in the semester following high school graduation.**

Strengths

(1) The literature review in Appendix 16 strengthened the quality of the proposal by providing current research practices which were reflective of improving instructional quality. The elements discussed on pages 16 and 17 were targeted to have an influence on promoting a positive learning environment. The comparison of current and new initiatives in Appendix N was effective in making changes to promote student learning.

The evidence of parental involvement through the Parental Support highlighted the intentions of fostering an environment designed to provide academic support on page 21. The peer-mentoring strengthened the quality of services on page 20 to maximize student learning.

(2) The academic support centers and the study hall reform were effective indicators of providing supplemental services for students to strengthen their academic skills in less time on page 22. Team teaching was a good example of a collaborative effort to involve all staff in the educational process on page 22. In addition, the personal education plan provided students with the individualized attention to adequately repair any academic deficiencies prior to enrollment in postsecondary education on page 22.

(3) Addressing the academic issues prior to ninth grade is essential in the overall student success in both high school and postsecondary education on page 23. The applicant clearly made efforts to begin targeting the academic issues prior to the ninth grade for the students to become proficient by the tenth grade on page 23. The implementation of the Academic Youth Development was reflective of a partnership based activity which primarily targeted math on page 23. It is concluded that both math and English skills were addressed through positive programs such as: Academic Youth Development and READ 180 on page 23.

(4) Professional development activities were clearly linked to needs of students within the target area on pages 24-26. The implementation of instructional resource coaches were part of an effective research based strategy on page 25. The inclusion of research based strategies in professional development can provide the district with a significant impact on student achievement on page 25.

(5) The applicant provided several programs that are designed to enhance student participation in advanced placement courses on page 26. The most effective initiative appeared to be the dual credit opportunity because it provides students to acquire credit from both institutions on page 26. Enrolling low-income students in AP and dual credit classes was evident in the proposal on page 26. A highlight was the National Governor's Grant which provided AP classes to minority students on page 26.

(6) The PEOPLE program on page 27 encouraged student participation in higher education by providing a tuition scholarship as an incentive on page 27. It was evident that the proposal had connected with the Wisconsin higher education system to provide coursework and tuition scholarships on pages 27-28.

Weaknesses

- (1) No weaknesses found.
- (2) No weaknesses found.
- (3) No weaknesses found.
- (4) No weaknesses found.
- (5) No weaknesses found.
- (6) The project did not have a tracking system to keep up with student enrollment in postsecondary institutions.

Reader's Score: 41

4. In determining the adequacy of the support the applicant will provide for implementation of the proposed project, we will consider the extent to which--

- (1) The management plan is likely to achieve the objectives of the proposed project on time and within budget and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks;**
- (2) The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the SLC project effectively;**
- (3) The applicant will support the proposed project with funds provided under other Federal or State programs and local cash or in-kind resources; and**
- (4) The requested grant amount and the project costs are sufficient to attain project goals and reasonable in relation to the objectives and design of the project.**

Strengths

- (1) The management plan had appropriate tasks as documented in Appendix P.
- (2) The chart and time commitments on page 29 enhanced the implementation section of the proposal. There was evidence of qualified key personnel on page 29 and in appendices Q and R.
- (3) The applicant clearly provided the amounts and sources of funding to carry out project on page 29. Based on the documentation provided on page 29, the resources were sufficient to carry out an effective project.
- (4) It was evident that the project would be supported by additional funding on page 29. The funding was reasonable in attaining project goals because of the high amounts of other funding provided on page 29.

Weaknesses

- (1) Specific timelines were not addressed on page 28 or in Appendix N.
- (2) No weaknesses found.
- (3) No weaknesses found.
- (4) No weaknesses found.

Reader's Score: 14

5. In determining the quality of the proposed project evaluation to be conducted by an independent, third-party evaluator, we consider the extent to which--

- (1) The evaluation will provide timely, regular, and useful feedback to the LEA and the participating schools on the success and progress of implementation, and identify areas for needed improvement; and**
- (2) The independent evaluator is qualified to conduct the evaluation.**

Strengths

- (1) The evaluation plan was evident of both qualitative and quantitative data measures on page 31 which are indicators of a good evaluation.
- (2) The qualifications of the independent evaluator were evident based on prior experience on page 32 and in Appendix R.

Weaknesses

- (1) No weaknesses found.
- (2) No weaknesses found.

Reader's Score: 5

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Technical Review Coversheet

Applicant: Madison Metropolitan School District - Assistant Superintendent-MS/HS (S215L070327)

Reader #3:

	POINTS POSSIBLE	POINTS SCORED
Selection Criteria		
1. Need for the Project (8 Points)	8	7
2. Quality of the Project Design (25 Points)	25	23
3. Quality of Project Services (45 Points)	45	42
4. Support for Implementation (17 Points)	17	15
5. Quality of the SLC Project Evaluation (5 Points)	5	5
TOTAL	100	92

Technical Review Form

Panel 11: 84.215L

Reader #3:

Applicant: Madison Metropolitan School District - Assistant Superintendent-MS/HS (S215L070327)

1. In determining the need for the proposed project, we will consider the magnitude of the need for the services that will be provided and the activities that will be carried out by the proposed project.

Strengths

The district's four high schools have been identified as "in need of improvement" school for failure to meet AYP targets. (pages 2-3); The achievement gap between white and non-white students is almost 60%.(page 4); higher dropout and truancy rate in the district among minority students.

Weaknesses

The applicant needs a more detailed description of the needs of each individual high school. (pages 2-4)

Reader's Score: 7

2. In determining the quality of the design of the proposed project, we will consider the extent to which--

- (1) Teachers, school administrators, parents and community stakeholders support the proposed project and have been and will continue to be involved in its development and implementation;**
- (2) The applicant has carried out sufficient planning and preparatory activities to enable it to implement the proposed project during the school year in which the grant award will be made;**
- (3) School administrators, teachers, and other school employees will receive effective, ongoing technical assistance and support in implementing structural and instructional reforms;**
- (4) The applicant will offer all students a coherent sequence of rigorous English language arts, mathematics, and science courses that will provide students with the knowledge and skills needed to succeed in postsecondary education and careers without need for remediation; and**
- (5) The proposed project is part of a districtwide strategy for high school redesign and strengthens the district's capacity to develop and implement smaller learning communities and improve student academic achievement as part of that strategy.**

Strengths

1. The district created a team to conduct a two-year study of its high schools. (page 7); The district hosted a community input session which detailed the high school reform initiative. (page 8); The district has developed state and national support from agencies and community organizations. (pages 9-10)
2. The school has created a high school redesign team for program implementation during the

- 2007-2008 school year. (page 10); Each site has developed initiative timelines to enable program implementation. (page 10)
3. Professional Development schools are located at two school sites. (page 8); The planning team designed a professional development series scheduled to begin in year one and continue throughout the duration of the project. (page 12) Instructional Coaches are at each school site. (page 12)
 4. The district has a four phase rigorous course sequence to provide students with the knowledge and skills needed to succeed in postsecondary education. (pages 13-15)
 5. The district created a study team to develop a district-wide strategy for high school redesign and SLC implementation. (pages 15-16)

Weaknesses

1. No weaknesses found.
2. No weaknesses found.
3. No weaknesses found.
4. The district's plan does not include knowledge and skills to prepare students for careers. (pages 13-15)
5. No weaknesses found.

Reader's Score: 23

3. In determining the quality of the services to be provided by the proposed project, we will consider the extent to which the proposed project is likely to be effective in--

- (1) Creating an environment in which a core group of teachers and other adults within the school know the needs, interests, and aspirations of each student well, closely monitor each student's progress, and provide the academic and other support each student needs to succeed;**
- (2) Equipping all students with the reading/English language arts, mathematics, and science knowledge and skills they need to succeed in postsecondary education and careers without need for remediation;**
- (3) Helping students who enter high school with reading/English language arts or mathematics skills that are significantly below grade-level catch up quickly and attain proficiency by the end of the 10th grade;**
- (4) Providing teachers with the professional development, coaching, regular opportunities for collaboration with peers, and other supports needed to implement a rigorous curriculum and provide high-quality instruction;**
- (5) Increasing the participation of students, particularly low-income students, in Advanced Placement, International Baccalaureate, or dual credit courses; and**
- (6) Increasing the percentage of students who enter postsecondary education in the semester following high school graduation.**

Strengths

1. The district will have advisories and personal education plans for all ninth grade students. (page 17); For each site, there will be one Developmental Guidance period weekly with grade-specific content. (page 18); The district is currently building intervention teams for each site (page 19); The district will create a district wide Attendance Improvement initiative. (page 20)
2. The district will implement Academic Support Centers for math, writing and reading. (page

22); The district will also provide After-school Academic supports for personalized tutoring at all sites. (page 22); The district will create team teaching and vertical teaming programs for all sites. (pages 22-23)

3. Middle school transition profiles will be provided at all sites. (page 19); The district will provide enhanced freshman orientations and advisories for all sites. (page 20); The district will develop freshman study support structures for all sites. (page 23); The district has created a credit recovery and increasing skills programs for students in core subjects. (page 24); The district offers an alternative education resource option for students retained in eighth and ninth grades. (page 24)

4. The district will hire Instructional Resource coaches to provide support and coaching to teachers. (page 25); Each site will have a facilitator who will organize ongoing opportunities for professional development throughout the term of the grant. (page 25)

5. The district has a National Governor Association's grant which will provide funding for expansion of AP courses. The district has partnered with a local college to develop a dual credit opportunity program for students. (page 26)

6. The district has partnered with a local foundation to assist with entrance into postsecondary education. (page 28); The district has partnered with a university program that targets minority students and provides scholarships for successful high school completion. (page 27)

Weaknesses

1. No weaknesses found.
2. No weaknesses found.
3. No weaknesses found.
4. There is no evidence of training for teachers and staff new to the organization. (page 25)
5. No weaknesses found.
6. There is no evidence of a monitoring system that tracks the increase of students who enter postsecondary education. (pages 27-28)

Reader's Score: 42

4. In determining the adequacy of the support the applicant will provide for implementation of the proposed project, we will consider the extent to which--

- (1) The management plan is likely to achieve the objectives of the proposed project on time and within budget and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks;**
- (2) The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the SLC project effectively;**
- (3) The applicant will support the proposed project with funds provided under other Federal or State programs and local cash or in-kind resources; and**
- (4) The requested grant amount and the project costs are sufficient to attain project goals and reasonable in relation to the objectives and design of the project.**

Strengths

1. The management plan provides objective details and includes clearly defined responsibilities. (page 28/Appendix P)

2. The project director and other key personnel are qualified to carry out their responsibilities and time commitments are appropriate to implement the SLC project effectively. (pages 28-29)
3. The district will have support from federal and state programs for the proposed project. (page 29)
4. The requested grant amount and the project costs are sufficient and reasonable to attain project goals. (page 30)

Weaknesses

1. The management plan does not include detailed timelines (by months) for accomplishing project tasks. (page 28/Appendix P)
2. No weaknesses found.
3. No weaknesses found.
4. No weaknesses found.

Reader's Score: 15

5. In determining the quality of the proposed project evaluation to be conducted by an independent, third-party evaluator, we consider the extent to which--

- (1) The evaluation will provide timely, regular, and useful feedback to the LEA and the participating schools on the success and progress of implementation, and identify areas for needed improvement; and
- (2) The independent evaluator is qualified to conduct the evaluation.

Strengths

1. The evaluation conducted will be both summative and formative. (page 31); The evaluation will provide timely, regular and useful feedback to the district to inform the progress of implementation and identify areas in need of improvement. (pages 30-31)
2. The independent evaluator is qualified to conduct the evaluation. (page 32)

Weaknesses

1. No weaknesses found.
2. No weaknesses found.

Reader's Score: 5

Status: Submitted

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