

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

Status: Submitted

Last Updated: 07/25/2017 09:39 AM

Technical Review

Applicant: City of North Adams (U351C170078)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	10	10
Quality of Project Services		
1. Project Services	25	25
Quality of Project Personnel		
1. Project Personnel	15	14
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	27
Priority Questions		
Competitive Preference Priority		
Leveraging Technology		
1. CPP 1	5	5
Total	105	101

Technical Review Form

Panel #5 - Professional Development for Arts Educators - 5: 84.351C

Reader #1: *****

Applicant: City of North Adams (U351C170078)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

(1) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Strengths:

1) The project proposes to address disadvantaged students in a depressed area of the state. The North Adams Public schools has 66% of the student population qualifying for free and reduced lunch. (pg. 7)

2) The primary gap identified in the proposal is the loss of opportunities to learn in the arts. A loss of jobs and the resulting decline in population in the area have impacted funding for schools which, in turn, has resulted in a loss of opportunities to learn in schools in a number of areas including the arts. (pgs. 4 - 6) This has had a dramatic impact on the community and schools as shown by the study conducted by the Berkshire County Education Task Force (2016). The project proposal is to utilize multiple regional resources in a collaborative effort, and build on common goals to revitalize arts education through targeted professional development and arts integration in participating schools.

Weaknesses:

None.

Reader's Score: 10

Selection Criteria - Quality of Project Services

1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(1) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

(2) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.

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

Strengths:

1) A research study was conducted by a task force in 2016 which forms the basis for the design of the project. (pgs. 3 – 5) The results of this study have shown to be effective and helped to guide the design of the project.

1) An additional study was grant funded which resulted in identifying barriers specific to rural arts education such as economic opportunity, geographical distances, recruiting and retaining teachers and administrators, lack of funding for the arts, and policies that do not support the arts. (pgs. 9 – 12)

1) The project is supported by additional research and studies that support the integration of arts in the school curriculum and the positive impact it has on student development and achievement. (pgs. 17, 18)

2) The likely impact will be bringing “the village” together as a whole to support arts education in schools through integration of the arts across the curriculum. This brings great strength to the project and will result in improved opportunities and success for students involved in the project. It will also connect teachers with other teachers and local resources, create professional learning communities, strengthen arts pedagogy and instructional resources, increase time on task for arts instruction through integration and revitalize the value of the arts.

3) The extent, intensity and duration of the training and follow up work will to insure success of the project and improvements in practice through intensive summer institutes with resulting units of study, lesson study groups, observations, coaching/mentoring, and online sharing. (pgs. 18 – 20) Immersion in the summer institute provides an excellent foundation for continued learning as teachers engage in multiple forms of professional learning opportunities face to face and on online. This model stands to provide high quality results.

Weaknesses:

None.

Reader's Score: 25

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(1) The qualifications, including relevant training and experience, of key project personnel.

(2) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Strengths:

1) The qualifications of key personnel are strong and diverse. The background and experience being brought to this project is very connected to the plan and will help to insure success of the project. Co-directors include an author of arts integration book series and a Director of Curriculum, as well as practicing professor in the Fine and Performing Arts Department at Massachusetts College of Liberal Arts. The Berkshire Compact is represented by its Coordinator who is a former school district superintendent. This perspective is particularly important to this project not only as a critical partner for the project, but also including a depth of understanding about school and district management issues. (pgs. 24 – 32)

2) Project consultants each bring a unique point of view to the project including leadership, research, professional development, school improvement, arts integration, program evaluation, and project management. This experience is very favorable to this project. The consultants bring specific experiences and points of view which align precisely to the needs and goals of the project.

Weaknesses:

No strategies are offered for how the applicant will encourage applications of employment from participants of traditionally underrepresented groups.

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

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

Strengths:

1) The project timeline includes dates, specific activities, persons responsible, and benchmarks (or milestones). (pgs. 32 – 34) There are frequent benchmarks that allow for monthly tracking of progress through the planning year and the implementation years of the grant, making the plan clear and strong for duration of the project.

2) Co-Directors are responsible to oversee the implementation and evaluation of the project. A grant oversight team will be established to track the progress against benchmarks and the budget. Co-Directors will ensure that a formative cycle of data-based decision making is instituted. (pg. 24)

2) Procedures for securing feedback for reflection and improvement are also built into the evaluation plan. The Data Wise Cycle of Inquiry model will be employed. (pgs. 35 – 38)

3) Commitments of key personnel are adequate to meet the objectives of the project. (pgs. 34, 35) The 3 Co-Directors are each committed to spend 10 - 15% of their time on oversight of the project. The Program Manager is committed for 100%. In addition, a planning and implementation expert will contribute 5% of her time to advising and documenting the project. The multiple Co-Directors for the project allow for the responsibilities to be divided and for each Co-Director to focus on specifics rather than the whole. This is an excellent use of manpower.

Weaknesses:

None.

Selection Criteria - Quality of the Project Evaluation

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

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

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

(3) The extent to which the proposed project is supported by strong theory (as defined in this notice).

Strengths:

1) The table provided uses project goals as a basis for design. Criteria, including objectives, indicators, data sources, and the timeline all are very well connected to the goals and spell out a clear model for success of the project. The information provided is detailed, specific to goals, and attainable according to the plan. (pgs. 35 – 38)

2) Data sources and the collection timeline promote formative and summative evaluation and are aligned with the Data Wise Cycle of Inquiry. Data will be reported out in December and June each year and feedback for improvement will be shared within 45 days. A response to the data/action steps will be created from there. (pg.38) This is an excellent way to inform progress and improvement for the project.

3) The project is based on research and builds on a Collective Impact research project previously conducted via a grant. (pgs. 3 - 6) Additional studies align with arts education benefits for student and specific barriers to arts education in rural areas. (pgs. 9 – 12) This provides a strong rationale for the design of the project.

Weaknesses:

3) The proposal offers no logic model to support professional development and goals of the project.

Reader's Score: 27

Priority Questions

Competitive Preference Priority - Leveraging Technology

1. Projects that are designed to leverage technology through one or more of the following:

(a) Using high-speed Internet access and devices to increase students' and educators' access to high-quality accessible digital tools, assessments, and materials, particularly open educational resources.

(b) Implementing high-quality, accessible online courses, online learning communities, or online simulations, such as those for which educators could earn professional development credit or continuing education units through digital credentials based on demonstrated mastery of competencies and performance-based outcomes, instead of traditional time-based metrics.

Strengths:

The project uses the internet as a part of the professional development process, including professional learning communities and webinars for sharing and analyzing insights and resources.

Weaknesses:

None.

Reader's Score: 5

Status: Submitted

Last Updated: 07/25/2017 09:39 AM

Status: Submitted

Last Updated: 07/24/2017 06:11 PM

Technical Review

Applicant: City of North Adams (U351C170078)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	10	10
Quality of Project Services		
1. Project Services	25	25
Quality of Project Personnel		
1. Project Personnel	15	12
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	27
Priority Questions		
Competitive Preference Priority		
Leveraging Technology		
1. CPP 1	5	5
Total	105	99

Technical Review Form

Panel #5 - Professional Development for Arts Educators - 5: 84.351C

Reader #2: *****

Applicant: City of North Adams (U351C170078)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

(1) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Strengths:

Criteria 1 – The proposed project will serve students in high need schools in which between 66% of students qualify for free or reduced lunch. The applicant indicates that North Adams serves a city that struggles economically. Twenty-three percent of the city’s population lives at or below the poverty level. P. 7. By serving students in North Adams School District, the applicant will address the needs of disadvantaged students.

Criteria 2 – The applicant has identified lack of economic opportunity, geographic distances, recruitment and retention of administrators and teachers, lack of funding for arts education, and policies that do not support the arts as gaps to be addressed by the proposed project. P. 9-11. The proposed project will address these gaps by providing extensive professional development to arts educators and by leveraging partnerships with arts organizations.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Selection Criteria - Quality of Project Services

1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(1) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

(2) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.

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

Strengths:

Criteria 1 - The proposed project will provide services that reflect up-to-date the research on developing teacher effectiveness, supporting arts educators, and integrating the arts. P14-18. The applicant cites numerous studies supporting the use of lesson study and arts integration as a part of teacher professional development and arts instruction. Criteria 2 – Because teachers will receive a significant amount of ongoing professional development along with their peers, it is likely that teachers will strengthen their arts skills and pedagogy. In addition, it is likely that students will receive academic benefits from both the integration of the arts into their instruction and the increased effectiveness of their teachers. The applicant's proposal to implement collaborative lesson study and to require the development of integrated lessons and units is likely to result in increased student engagement and teacher effectiveness. P. 16-18. Criteria 3 – The professional development services provided to teachers will include 70 hours of professional development during the term of the project. The project will include Summer Institutes followed by lesson study groups, digital lesson exchange, arts mentoring, and the design and implementation of arts integrated units. P. 18 – 20. The services provided will be strong in quality, intensity, and duration because they are sustained, comprehensive, and action-oriented.

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(1) The qualifications, including relevant training and experience, of key project personnel.

(2) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Strengths:

Criteria 1 – The key personnel for the proposed project have strong qualifications and experience with working with the arts and leading arts integration projects. For example, the project co-directors include a published author of a series of books about arts integration and an experienced administrator and curriculum director. P. 24. The co-directors have knowledge of and experience with arts education, arts integration, school leadership and grant management. The applicant provides resumes for the key personnel.

Criteria 2 – The applicant provides detailed information about the qualifications of the project consultants. The consultants for the proposed project are strong. For example, the data evaluator has previous experience as a grant writer, program developer and evaluator. In addition, the applicant identifies two key consultants who will provide training on Webb's Depth of Knowledge (DOK) levels. The DOK trainers are teachers who have provided significant professional development for administrators and teachers. P. 32. The experience and qualifications of the project consultants match the needs of the project. The applicant includes resumes and information about the consultants and the organizations that will participate in the project.

Weaknesses:

The applicant does not address discrimination or provide any specific strategies that will be used to encourage the application of members of groups that are traditionally underrepresented. P. 23-32.

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

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

Strengths:

Criteria 1 - The applicant provide a clear management plan that includes activities, benchmarks or milestones, timelines, and persons responsible. The activities included in the management plan are specific and clearly tied to the goals of the project. For example, one activity is to "develop DOK protocols and evaluation rubrics for Lesson Study Groups." P. 33. The applicant also provides a detailed budget narrative that includes budgetary information for the activities in the management plan. The clarity and specificity of the management plan is likely to result in the project being completed on time and on budget .

Criteria 2 - The applicant proposes to collect data and feedback throughout the project through surveys, reviews of unit plans, peer evaluations and walkthrough observations. P. 35-38. The collection of feedback is scheduled to take place throughout the term of the grant.

Criteria 3 - The time commitments of the project director and key personnel are significant. The program manager will devote 100% of time to the implementation of the project. In addition, the project directors will devote 15% of time to the project. P. 34. The 100% time commitment of the program manager is likely to support the project appropriately with the supplemental support of the project directors. The time commitments of the program manager and project directors are likely to support the effective implementation of the propose project.

Weaknesses:

No weaknesses noted.

Selection Criteria - Quality of the Project Evaluation

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

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

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

(3) The extent to which the proposed project is supported by strong theory (as defined in this notice).

Strengths:

Criteria 1 - The proposed evaluation includes formative and summative evaluation. The performance measures include the results of classroom walkthrough observations, data from teacher and administrator surveys, data on professional development activities, and results of peer evaluations. The applicant identifies clear, specific data sources, data collection timelines, indicators, and measurable objectives for each project goal. P. 35-38. The evaluation plan is clear, thorough and will provide extensive qualitative and quantitative data.

Criteria 2 - The applicant's proposal to collect data and conduct evaluation activities each year will allow the applicant to gather performance feedback information throughout the term of the project. P. 35-38. Using the data collected throughout the project, the applicant will implement the Data Wise Cycle of Inquiry as the data process. P. 38-39. The plan to gather feedback and assess the intended outcomes is well thought-out.

Criteria 3 - The theory supporting the proposed project is clear and strong. The proposed project is an extension of a previous successful project in Berkshire County. The scope and content of the professional development project are supported by strong theory. Specifically, the use of lesson study and the implementation of DOK levels are supported by strong theory. P. 17-21.

Weaknesses:

Criteria 3 - The applicant does not provide a logic model as evidence of strong theory. A logic model that details the theory of change is a required component of the application for the PDAE grant competition.

Reader's Score: 27

Priority Questions**Competitive Preference Priority - Leveraging Technology****1. Projects that are designed to leverage technology through one or more of the following:**

(a) Using high-speed Internet access and devices to increase students' and educators' access to high-quality accessible digital tools, assessments, and materials, particularly open educational resources.

(b) Implementing high-quality, accessible online courses, online learning communities, or online simulations, such as those for which educators could earn professional development credit or continuing education units through digital credentials based on demonstrated mastery of competencies and performance-based outcomes, instead of traditional time-based metrics.

Strengths:

The applicant proposes to use a digital exchange to support the project. Teachers will use the digital exchange to share their arts integration lessons. They will also participate in online webinars to support their professional development. P. 20. These are clear and significant ways to leverage technology to improve teacher effectiveness and establish an online teacher learning community.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Status: Submitted
Last Updated: 07/24/2017 06:11 PM

Status: Submitted

Last Updated: 07/25/2017 03:59 PM

Technical Review

Applicant: City of North Adams (U351C170078)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	10	10
Quality of Project Services		
1. Project Services	25	25
Quality of Project Personnel		
1. Project Personnel	15	13
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	27
Priority Questions		
Competitive Preference Priority		
Leveraging Technology		
1. CPP 1	5	3
Total	105	98

Technical Review Form

Panel #5 - Professional Development for Arts Educators - 5: 84.351C

Reader #3: *****

Applicant: City of North Adams (U351C170078)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

(1) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Strengths:

(1) The applicant strongly describes the extent to which the project will focus on addressing the needs of disadvantaged individuals by including the district's non-discrimination policy (e12) and the student population in this district K-12 has 66% of their students from low-income families (e16).

(2) The applicant clearly describes specific gaps or weaknesses to be identified by the project including: Arts in the schools has been increasingly marginalized; funding sources for this district are declining; students in the district have limited access to arts and cultural experiences; and teachers' content knowledge in the arts, especially non-arts educators, is limited (e18-20). The applicant will address these gaps through providing teachers Summer Institutes, workshops, lesson study groups and digital exchanges that will lead to an understanding and creation units of study that integrate the arts (e18-20).

Weaknesses:

There are no identified weaknesses in this section.

Reader's Score: 10

Selection Criteria - Quality of Project Services

1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(1) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

(2) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.

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

Strengths:

The applicant provides a detailed description of the extent to which the project will focus on addressing the needs of individuals that are underrepresented by including the district's non-discrimination policy (e12).

(1) The applicant clearly describes the extent services that will be provided by the project reflect up-to-date knowledge from research and effective practices by basing the project on the Massachusetts College of Liberal Arts (MCLA) Berkshire Early Learning Lab Improving Teacher Quality program (e32).

Also included as a research base for development is the work on arts integration leading to deep learning including Bellisario, K. & Donovan, L. 2012; Donnahue, D. and Stuart, J. 2010; Goldberg, M., 2017 and many others (e32).

(2) The applicant provides a detailed description of the impact of the services to be provided by the proposed project including that participants will develop and implement arts integrated units and present results, participate in lesson study groups, participate in digital exchanges and receive mentoring by Area Arts Organizations (e18-20).

(3) The applicant comprehensively describes the professional development services that are of the quality, intensity and duration to lead to improvements in practice as participants will be involved in two intensive Summer Institutes, workshops will be provided by area arts educators during the year, Lesson Study Groups will also meet regularly during the school year with Lesson Study Coaches trained in year one and available to meet with each group (e33-34).

Weaknesses:

No weaknesses were identified in this section.

Reader's Score: 25

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(1) The qualifications, including relevant training and experience, of key project personnel.

(2) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Strengths:

(1) The applicant clearly describes the qualifications, including relevant training and experience, of key project personnel including: Co-Directors as one is the Director of Curriculum, Instruction and Assessment for NAPS while the other is a Professor in Fine and Performing Arts at Mass. College of Liberal Arts (e39-41); Planning Team Member and Liaison who is the Dean of Graduate and Continuing Education at Massachusetts College of Liberal Arts (e41-43); Facilitator of the Professional Learning Network who currently serves as the facilitator of the Berkshire County Arts Educators Professional Learning Network (e43); Project Financial Director who is the Superintendent of North Adams Public Schools (e43); Project Program Manager who works in MCLA Department of Graduate and Continuing Education for Improving Teacher Quality Grant Program and is a STEAM Educator (e44-45); Evaluator who has served as an evaluator/program developer for 413 STEM Academy, Berkshire Compact for Education etc. (e45-46); Lesson Study Coach Trainers who are arts educators that will be trained as coaches (e47) Depth of Knowledge Trainers who have extensive background in DOK training (e47).

(2) The applicant provides a complete description of the qualifications, including relevant training and experience, of project consultants including a Planning and Implementation Expert who has a strong background in school and district leadership(e46).

Weaknesses:

There are no clearly defined strategies for ensuring that staff are recruited and selected from underrepresented populations.

Reader's Score: 13

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

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

Strengths:

(1) The applicant provides a detailed management plan to achieve the objectives of the proposed project on time including clearly defined responsibilities, timelines and milestones for accomplishing project tasks by including a chart delineating each of these (e47-48). A budget narrative breaks down each cost related to the plan that details how money is to be spent on each category will ensure that the project is kept within budget (e105-106).

(2) The applicant describes detailed procedures for ensuring feedback and continuous improvement in the operation of the project by referencing many activities where this can occur (e105-106).

(3) The applicant details the time commitments of key personnel and they are adequate to meet the objectives of the proposed project: Co-Directors-10-15% of their time; Evaluator-10%; Facilitator of Professional Learning Network (15%); Program Manager -100%; DOK Trainers- 5%; Financial Director- 5% (e49-50).

Weaknesses:

No weaknesses were identified in this section.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

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

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

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

(3) The extent to which the proposed project is supported by strong theory (as defined in this notice).

Strengths:

(1) The applicant completely defines the methods of evaluation including the use of objective performance measures that are clearly related to the intended outcomes of the project producing both quantitative and qualitative data indicated on a

chart outlining: Goals, Measurable Objectives, Indicators, Data Sources, Data Collection Timelines and Responsible Personnel (e50-53).

(2) The applicant provides a detailed description of the methods of evaluation (e50-53) and indicates feedback provisions by stating that teachers will be questioned about current thinking and about their skills in the arts, data will be collected and feedback for improvement will be shared with teachers. (e53).

Weaknesses:

(3) There is no evidence that the project is supported by strong theory (as defined in this notice) as there is no logic model.

Weaknesses:

(3) There is no evidence that the project is supported by strong theory (as defined in this notice) as there is no logic model.

Reader's Score: 27

Priority Questions

Competitive Preference Priority - Leveraging Technology

1. Projects that are designed to leverage technology through one or more of the following:

(a) Using high-speed Internet access and devices to increase students' and educators' access to high-quality accessible digital tools, assessments, and materials, particularly open educational resources.

(b) Implementing high-quality, accessible online courses, online learning communities, or online simulations, such as those for which educators could earn professional development credit or continuing education units through digital credentials based on demonstrated mastery of competencies and performance-based outcomes, instead of traditional time-based metrics.

Strengths:

(b) This project will create an online learning community by creating a portal for digital exchange of resources to increase collaboration among teachers (e16).

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Status: Submitted

Last Updated: 07/25/2017 03:59 PM