

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

Status: Submitted

Last Updated: 07/25/2017 09:06 AM

## Technical Review

**Applicant:** Clayton County Public Schools (U351C170083)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	10	10
<b>Quality of Project Services</b>		
1. Project Services	25	25
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	14
<b>Quality of the Management Plan</b>		
1. Management Plan	20	18
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	30	30
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Leveraging Technology</b>		
1. CPP 1	5	5
<b>Total</b>	105	102

# Technical Review Form

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

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

Applicant: Clayton County Public Schools (U351C170083)

## 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 is designed to support the improvement of math achievement through arts integration in 9 high poverty schools with 99.53% of students reported as eligible for free and reduced lunch. (pg. 3) This reflects a high level of need for these schools.

2) Participating schools score well below state and national averages on assessments for math and the PSAT. Math results are correlated with a lack of resources at home to support their learning due to the high level of poverty. (pg. 3) Knowledge gaps in math have been clearly defined and targeted through integrating the arts to increase student hands on engagement and enjoyment of math. (pg. 4)

Due to a financial shortfall, professional development for arts educators reflects a gap and does not meet their PD needs. Arts offerings have been decreased at middle and high schools, confirming that students have fewer arts opportunities and arts teachers have limited PD support. (pg. 6)

#### 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)The proposal provides a very strong base of research to support the project design, citing multiple studies and effective teaching practices. This research reflects the results of participation in arts activities and the improvement of academic achievement. (pgs. 9 – 11)

Table X on page 11 and 12 shows a relationship of professional development topics to specific research studies grade levels and arts content for each. These topics are directly related to math learning and provide a strong basis for creating professional development trainings for teachers.

The professional development delivery model is based on strong research supporting the development of job embedded learning, developing teacher leaders and collaboration, and regular feedback and support for individual teachers. (pgs. 12 – 14)

2)The likely impact of the project is summarized through three primary goals which are both manageable and attainable. (pg.14) A graphic logic model is provided on page 15 that clearly progresses to the attainment of these goals.

The project is supported by key partnerships enabling the inclusion of resources and expertise beyond those available through the school district; Artsnow, Crayola, Georgia Tech (pgs.16 – 19), enhancing the potential impact of the project.

3) The training and professional development of teachers has been carefully considered and will be provided with quality support, with an intensity and duration which will enable teachers to develop high levels of expertise and collaborative skills. A table listing professional development activities and contact hours reflect that plan. (pg. 25, 26)

**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 and background of the key project personnel provides many years of educational experience to support the project. There is a diversity in perspective ranging from the classroom to district level administration and program management. The backgrounds include math expertise as well as expertise in the arts. (pgs. 28, 29)

2) Project consultants bring a wealth of experience and expertise to the project. Consultants are both state and nationally recognized for excellence in many areas including organizational management, educational leadership, arts in education, professional learning, and research and evaluation. (pgs. 29 – 34)

**Weaknesses:**

2) The Center for Education Integrating Science, Mathematics, and Computing (CEISMC) will not select participating faculty and student participants for the project until year one of the Engaging Minds Project. Although Georgia Institute of Technology holds a high degree of respect as a research university, these vacancies leave some uncertainty for this area of consultation for the project. (pg. 33)

### 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 proposal includes a table that clearly outlines a general timeline, divided into quarters for the first year, milestones for tasks, and persons responsible. (pgs. 35 – 38)
- 2) The project will employ the PDSA approach to insuring continuous improvement. This model uses Plan: objectives, questions, data collection, Do: carry out the plan, document, begin analysis, Study: complete the analysis and summarize, Act: what changes need to be made. This is a very useful process cycle which specifically promotes continuous improvement. (pg. 39)
- 3) The time commitments provided for key personnel seem adequate to ensure that the project. Specific assignments are necessary to implement the plan. (pg. 40)

#### Weaknesses:

- 3)The Project Coordinator is listed at 50%. This project could demand more time for this role considering its complexity, especially at the onset. In this case, the state will allow no more than half time employment for retirees. This could pose a problem for fulfilling this role. (pg. 40)

### 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 proposal includes a table that clearly outlines objectives, performance measures that include both qualitative and quantitative data collection. (pgs. 41, 42)
- 2) Tools such as surveys, focus groups, classroom observations, video classroom demonstrations, and student results will result in assessments of progress in interim stages within the project. (pgs. 41, 42)
- 2) Informal data will be collected throughout the duration of the project. This will be used to inform ongoing improvement

to the project. There are two main areas that formative data will focus, developing the capacity of arts leads to coach and support arts integration in math classes, and assessing content knowledge in the arts. (pg. 45)

3) The project is built on sound theory, incorporating a theory of action (pg. 7) along with a sound logic model (pg. 14) These along with citing research on the value of arts integration provide a very strong argument for this design.

3) The project incorporates quasi-experimental design utilizing a treatment group and a control group of schools for comparison purposes. The evaluation design incorporates the What Works Clearinghouse evidence standards as a basis for design and the evaluator was trained by the WWC as a reviewer for group design studies.

3) The plan provides examples of possible baseline adjustments that might be made addressing such things as attrition, and other confounding factors and will use an ANCOVA to statistically control for baseline differences. (pg. 43)

**Weaknesses:**

None.

**Reader's Score: 30**

**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:**

1) The proposal makes good use of internet resources to provide digital tools and materials for teachers. These tools are to be developed as part of the project to support. Teachers are encouraged to use digital tools in arts integration and instructional practice. (pg. 20)

2) Professional development will include a blended model that incorporates both face to face and online modules. The district current has a subscription to Blackboard Learn which will promote online collaboration, course delivery, mobile access, and content management applications. (pgs. 21, 22)

2) ArtsNow provides virtual coaching to provide coaching support for this project. (pg.22)

**Weaknesses:**

None.

**Reader's Score: 5**

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**Status:** Submitted

**Last Updated:** 07/25/2017 09:06 AM



Status: Submitted

Last Updated: 07/18/2017 09:17 PM

## Technical Review

**Applicant:** Clayton County Public Schools (U351C170083)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	10	10
<b>Quality of Project Services</b>		
1. Project Services	25	25
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	12
<b>Quality of the Management Plan</b>		
1. Management Plan	20	15
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	30	30
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Leveraging Technology</b>		
1. CPP 1	5	5
<b>Total</b>	105	97

# Technical Review Form

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

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

Applicant: Clayton County Public Schools (U351C170083)

## 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 applicant clearly demonstrated that it will address the needs of disadvantaged individuals. The proposed project will serve students in Clayton County public schools in Georgia. The schools participate in the community eligibility provision in which all students are eligible to receive free lunches. The community has a high free or reduced lunch rate and a lower than average median income. In addition, students in the district demonstrate low achievement on standardized tests in math. P. 2-5.

Criteria 2 - The applicant has identified a significant gap in the services provided to arts educators. Art educators have indicated that they do not fit in with current professional learning opportunities offered within the district. In addition, the applicant notes that students in the district have knowledge gaps in math and limited opportunities in the arts. P. 5-7. The proposed project will focus on arts integration with mathematics instruction in the school district.

#### 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 presents up-to-date research related to the integration of arts into math instruction. The applicant identifies the professional development themes that tie the arts to key areas of math instruction. For example, one of the professional development teams is "creating and using visual representations to aid in problem-solving". P. 11. The applicant cites extensive research demonstrating the benefits of implementing arts integration with mathematics instruction. P. 9-11. In addition, the applicant cites specific research that supports the applicant's approach to professional development. P. 12-13. The proposed professional development practices are likely to be highly effective.

Criteria 2 – The proposed project is highly likely to strengthen art educators' knowledge of arts integration techniques and their leadership skills for working with their peers. The design of the professional development program is also highly likely to increase the extent to which math content teachers attempt to integrate the arts into their instruction. P. 14.

Criteria 3 – The applicant proposes to provide training to fine arts teachers during the first year. During years two through four of the project, the applicant proposes to provide professional development to math teachers with the support of the fine arts lead teachers in each building. P. 17-18. The applicant's plan to provide professional development to fine arts teachers and math teachers and the plan to train fine arts teachers to support the math teachers is likely to result in professional development that is high quality, intensive, and of significant duration to achieve improvements in teacher effectiveness.

**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. For example, the project coordinator has 35 years of experience as an artist and arts education. The project coordinator has also served as an arts lead teacher. P. 29. In addition, the project director has significant experience with administering state and federal grants. P. 28. The applicant provides resumes for the key personnel.

Criteria 2 – The consultants for the proposed project are strong. The applicant includes resumes and information about the consultants and the organizations that will participate in the project. For example, Arts Now is a key partner in the project. The Arts Now project director and lead consultant have significant experience in working with schools on arts integration. For example, the lead consultant has served as an arts integration and STEAM training specialist. She has provided professional learning for the district for multiple years. P. 29-30. In addition, the applicant will partner with the Georgia Institute of Technology to receive professional development and support for math. P. 32. The Georgia Institute of Technology is recognized as a top research university and a national leader in improving STEM education in schools. P. 33.

**Weaknesses:**

The applicant does not provide information about specific strategies that will be used to encourage participation from traditionally underrepresented groups. P. 27.

Reader's Score: 12

### 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 provides a management plan with appropriate activities, milestones, and a list of persons responsible for each activity. The management plan also includes a timeline in the form of beginning and ending dates. P. 36-37. The specificity and clarity 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 feedback throughout the project by implementing a design based implementation research model in which the applicant insurance continuous improvement by using the plan, do, study, act cycle. P. 39.

#### Weaknesses:

Criteria 2 - The applicant does not describe specific ways in which the applicant will gather feedback from the participants in the process. The management plan does not include gathering feedback in the activities included in the management plan's timeline. P. 36-37.

Criteria 3 - The time commitments of the key personnel do not appear to be sufficient to support the full scoop of the project. The project director will only devote 15% in year one and 10% in years two through four. In addition, the project coordinator will do for 50% throughout the project. P. 40.

Reader's Score: 15

### 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 plan includes objective performance measures that coincide with each of the project goals. The measures include qualitative and quantitative measures that can be used to determine the extent to which the project is effective. For example, one of the performance measures is that "80% of students will show typical or high

growth in math each year, based on student growth percentiles”.

Criteria 2 – The proposed evaluation plan is robust and includes ongoing data collection and performance feedback. The applicant will conduct quarterly meetings during which the project team will review the feedback provided through observations, and data review. P. 44-45. The project team will have ongoing discussions about progress toward project goals and outcomes.

Criteria 3 - The project is grounded in a strong theory regarding the benefits of arts integration in math and other content areas. The applicant identifies numerous studies supporting the professional development plan. P. 12-13. The design of the professional development is grounded in strong theory regarding the importance of sustained professional development to improving teacher effectiveness. P. 49.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 30**

**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 online facilitation of the professional development process including online facilitation of recession assignments and post session assignments. In addition, fine arts lead teachers will prepare digital portfolios in addition, fine arts lead teachers will prepare digital portfolios and will support the use of technology in arts integrated classrooms. P. 21-23.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

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**Status:** Submitted  
**Last Updated:** 07/18/2017 09:17 PM

Status: Submitted

Last Updated: 07/25/2017 10:44 AM

## Technical Review

**Applicant:** Clayton County Public Schools (U351C170083)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	10	10
<b>Quality of Project Services</b>		
1. Project Services	25	25
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	15
<b>Quality of the Management Plan</b>		
1. Management Plan	20	17
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	30	30
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Leveraging Technology</b>		
1. CPP 1	5	5
<b>Total</b>	105	102

# Technical Review Form

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

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

Applicant: Clayton County Public Schools (U351C170083)

## 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) This reviewer feels that the project will strongly address the needs of disadvantaged individuals in that Clayton County's unemployment rate is growing and the median income rate in 2015 was \$9,000 lower than the state of Georgia.

Additionally, every school in the district qualifies as eligible for the CEP program because it is one of the nation's highest poverty school districts with all schools listed at the 99.53% Free/Reduced Lunch (e22-23).

(2) This reviewer believes that the project strongly describes specific gaps, weaknesses in services, infrastructure or opportunities that will be addressed by the project by identifying the following:

#### Weaknesses in Services:

- Low standardized test scores in mathematics. Areas of particular weakness include: mathematical fluency, fractions, understanding order of operations, problem solving and "students' inability to formulate solutions to complex problems accurately and efficiently. (e24)". This indicates a weakness in the ability of teachers to teach these concepts in a manner that will be understood by students. This project will give teachers methods of approaching math that integrate the arts.

- Arts educators receive the same professional development as other teachers and not training that is unique to their job duties. This project will enable the district to provide professional development that will specifically address the needs of arts educators. (e26)

- Due to decreases in funding, the fine arts course offerings at both the middle and high school level have decreased. This project will provide the professional development necessary for these teachers to become teacher leaders within their schools. (e26)

- Developing the Fine Arts Lead Teachers and supporting mathematics teachers will meet the needs of students by improving teacher practice and documenting exemplary lessons/practices that can be shared in the district leading to increased mathematics scores on state required tests. (e27)

- There are only two district administrators to provide support to math teachers in 66 schools, his project will support math teachers by building the capacity of art educators to provide on site support for teaching mathematics through arts integration. (e27)

#### Weaknesses:

This reviewer finds no weaknesses in this area.

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:

This reviewer strongly believes that sufficient quality of strategies are in place for ensuring equal access and treatment for eligible project participants is in place by the statements of Equal Educational Opportunities, Equal Opportunity Employment board Policy GAAA and a clearly delineated complaints procedure. (e14)

(1) This reviewer strongly believes that the services provided by the proposed project reflect up-to-date knowledge from research and effective practice by elaborating on research studies that support two factors that are included in the proposal:

- Professional development that has a strong content focus, especially in the arts, positively impacts student achievement. Extensive examples of studies were cited that show high impact of arts content on the academic achievement of low socioeconomic students (e.g Robinson, 2013; Mollette, M.& Walker, P., 2010; Vaughn, 2000, Moore and Caldwell, 1993; Watson, A.D. & Watson, G.H., 2013) (e29-32).
- Professional development delivery model having a strong impact on teaching practices. Extensive examples of research studies were cited that show that teacher's instructional practice improve when they are given an opportunity to reflect and identify their own strengths and weaknesses (Steele, 2013; West, 2011) (e32). The model for this project is based on the research of Allen & Pianta et al (2011) that promotes the mentor-lead teacher partner with emphasis on job-embedded professional development (e33).

(2) This reviewer strongly feels that the impact these services will have on the recipients will greatly improve leadership skills of arts educators and improvement in content knowledge and arts integration among math teachers. The project will also lead to improved math performance among students at the identified schools (e34)

This will be accomplished by providing "sustained and intensive professional development that promotes arts-based instructional practice and hands on activities that will engage students in deeper learning" utilizing ArtsNOW, Clayton County Schools personnel, Crayola Education Division and Georgia Tech as resources (e35).

(3) This reviewer strongly believes that the the training and professional development services that are provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the arts educators and math teachers because of the following:

- All assigned arts educators will participate in the training program (drama, visual arts, music and media arts) provided by ArtsNow and Crayola. February-August, 2018, they will receive an initial six months of training and support in teacher leadership (building Creative Leadership Teams), arts (not just their specialty but all art forms) and content knowledge in math specific to the grade levels of their assigned schools (e35-36)
- These trained arts educators will provide ongoing to support to math teachers (4th-9th grade) that will improve math instruction (e36).
- Onsite training in September 2018 will consist of a full-day math session that focuses on using design thinking in math projects (e37).
- Georgia Institute of Techology will provide additional PD in math/science (e36).
- Crayola will hold quarterly webinars each year of the project focused on creative leadership and use of creativity. Crayola will also provide a blend of face-to face and virtual/remote professional development and coaching to "build creative capacity" (e37).
- Years 2-4 professional development will be provided by ArtsNow and Georgia Institute of Technology (e38).
- Years 2-4 Math teachers will be trained in math content by Georgia Institute of Technology and in integrated arts

by ArtsNow and the 13 Fine Arts Lead Teachers (e40).

**Weaknesses:**

This reviewer found no weaknesses.

**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:**

The reviewer strongly believes that 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 (e47).

(1) This reviewer strongly believes that the qualifications of key project personnel will lead to the successful implementation and completion of this project:

Two district administrators will serve in the capacity of Project Director and Project Coordinator (e48).

(2) The reviewer strongly believes that the qualifications of project consultants/subcontractors will lead to the successful implementation and completion of this project:

The ArtsNow CEO and Lead consultants have relevant training and experience with a successful track record of providing high quality professional development in research based, arts integration strategies (e49-51).

The Project Evaluator has experience in research and evaluation of K-12 programs (e52).

Math content specialists will be provided by the Georgia Institute of Technology, which is one of the top research universities in the country with a focus on science and technology (e52).

The Georgia Center for Assessment at the University of Georgia will assist Fine Arts Lead Teachers with professional learning experiences around assessment writing (e53).

ArtsClayton will serve as a community partner providing instructional resources, supplies and teaching artists to serve as substitute teachers in providing released time for job embedded professional development (e53-54).

**Weaknesses:**

This reviewer detected no weaknesses in this project component.

**Reader's Score: 15**

**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 reviewer believes that the management plan is highly adequate in delineating responsibilities, timelines and milestones for accomplishing project tasks with the chart included in the project description (e55-58). A detailed budget breakdown to ensure that the project is within budget is also included as an appendix at the end of the grant application (not numbered).

(2) The reviewer believes that there is adequacy of procedures for ensuring feedback and continuous improvement in operation of this project by the utilizing Design-based Implementation Research (Penuel et al, 2011) that ensures feedback that will allow “productive adaptation of programs.” The district plans to include multiple stakeholder perspectives and utilize collaboratively developed professional development (e58).

(3) The reviewer believes that the time commitments of the project director, project coordinator, project evaluator and consultants are appropriate and adequate to meet the objectives of this project (e60).

**Weaknesses:**

This reviewer could not find evidence of a process for ensuring feedback.

This reviewer feels that the time commitments not adequate for Project Coordinator.

**Reader's Score: 17**

**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 reviewer believes the methods of evaluation strongly meet the criteria of including performance measures that are clearly related to intended outcomes producing both quantitative and qualitative data as evidenced on charts (e61-62).

(2) The reviewer believes that the project describes strong methods of evaluation that provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes by describing the collection of data with informal reporting throughout the implementation of the grant period at each grant leadership team meeting which will occur quarterly. This data will guide ongoing professional development (e64-65).

(3) This reviewer believes that this project is greatly supported by strong theory by the provision of a theory of action (e28) and logic model (e35). Many rigorous research studies are sited throughout the grant.

**Weaknesses:**

This reviewer found no weaknesses.

**Reader's Score: 30**

**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) GA Tech will facilitate and co-facilitate an online PLC on the topics of reading and reflection and uploading evidence of personal assignments and peer reviews (e41).

Blackboard Learn for Academic Collaboration and Hosting with Mobile Learn K-12 Bundle will be used to deliver PD about videos of exemplary practices created by participants (e42).

Online Professional Development Modules will be developed by ArtsNow, local community partners, Emory University, Atlanta Ballet Centre for Dance Education and Synchronicity Theater Company to provide opportunities for participants to observe and reflect on their teaching practices (e42).

**Weaknesses:**

**Reader's Score: 5**

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**Status:** Submitted

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