

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

Status: Submitted

Last Updated: 07/31/2017 01:28 PM

Technical Review

Applicant: Eureka City Schools, A Unified District (U351C170076)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	10	9
Quality of Project Services		
1. Project Services	25	22
Quality of Project Personnel		
1. Project Personnel	15	15
Quality of the Management Plan		
1. Management Plan	20	16
Quality of the Project Evaluation		
1. Project Evaluation	30	27
Priority Questions		
Competitive Preference Priority		
Leveraging Technology		
1. CPP 1	5	5
Total	105	94

Technical Review Form

Panel #1 - Professional Development for Arts Educators - 1: 84.351C

Reader #1: *****

Applicant: Eureka City Schools, A Unified District (U351C170076)

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:

The social issues described are severe and add to the need for arts programs that empower students. The applicant's achievement gap is well documented for the system, and individual schools. Disaggregated data that identifies large gaps in subgroups provided is helpful.

Weaknesses:

Whereas the identification of underserved students is well documented, it is not clear how these social issues and achievement gaps will be addressed specifically by the project.

Reader's Score: 9

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:

Program design is informed by past challenges within a previous AEMDD project, adding focus and additional support services for a smaller group. Targeting school principals, and using their input to align programming with individual school needs, strengthens opportunities for success as does including opportunities for the administrators to do classroom visits. Identifying a unique window of opportunity to include the arts in district planning and funding, informs design to include local advocacy efforts to local stakeholders. Artful Thinking, developed by Project Zero, has proven to be effective in support of cross curriculum learning and is simple enough to allow teachers without much experience in the arts to be

successful. The final year of the project plans to increase intensity and includes community partners, which will provide sustainability after the grant cycle is complete.

Weaknesses:

Examples of integration on page e31 attempt to show connections between activities, rather than standards, with the one exception of the discussion of characterization (e31). It is evident that activities may produce learning in one subject, but will not necessarily support the learning in another subject. The impact and sustainability for the program will be adversely affected if the administrators and teachers beginning in arts integration do not see clear learning goals being met. Artful Thinking Strategies may help, but it is unclear if the intensity and duration of this one visible thinking strategy will be enough to improve practices.

This criterion was thoroughly discussed and my score reflects my personal assessment of this section.

Reader's Score: 22

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:

Supporting personnel have more arts experience and qualifications than coordinators, balancing out credentials and opportunities for quality curriculum design. An advocacy partner may add sustainability through increased visibility (e 41). Adding the pre-service teachers into this model is unique and could add long term impact. Community partners in Humboldt are numerous and have arts expertise to share, (e45) with Humboldt University, Humboldt Arts Council, Humboldt Alliance for Arts Education, 22nd district PTA , Arcata Playhouse, and The Ink People for the Arts. These organizations provide independent strengths that together provide a collective strength to the program.

Weaknesses:

No weaknesses noted.

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:

The planning year includes a detailed timeline for activities and builds infrastructure through orientation activities with administrators and the selection of participating teachers. Preliminary surveys should inform planning. Mid year collection and reporting of baseline data is clearly defined, and supports professional development design. Coordinators employed full time (e 103) should be adequate for oversight, and principal investigator is budgeted for adequately (e 106).

Weaknesses:

To support the objective of providing arts integration and best practices in arts learning, it is not clear what responsibilities the coordinators will have in regard to training teachers. Their experience, as presented in the proposal (e47-48) in arts learning and integration, is minimal. Support from partners to balance this expertise for the ongoing delivery of training for teachers is missing in the management plan as is training for coaches. Coordinator experience is listed without detailed responsibilities (e51). A timeline with milestones is not included for years two through four, and whereas a feedback loop is indicated, how it would be used for continuous improvement was not detailed.

Reader's Score: 16

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:

The leadership team is recently emerging from experience with evaluation requirements of the AEMDD grant, much of which will apply to this project. Logic model is well organized and clearly stated. Alignment with Guskey evaluation model, and with Gadja and Jewish, 2004, is detailed and relates to project goals (e59-61). Qualitative and quantitative data are collected "daily, weekly, monthly and quarterly," (e 58) providing performance feedback and formative assessments to allow for course correction.

Weaknesses:

Content knowledge in arts will be measured by a National standardized test (e56) rather than by multiple means required for accurate assessment of the artistic process. Measurement for the number of times students create, perform and respond to art is limited to observation of arts lessons, which measures teacher instruction rather than student practice outside arts classes.

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:

Monthly assignments collected on-line will support a sustained professional development model. Using existing modules such as those available from the Kennedy Center is beneficial and makes this goal realistic. Technology seems to be embedded in all phases of the project in ways that support learning, and formative assessments. Technology will also be used to develop authentic audience for artwork.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Status: Submitted

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Status: Submitted

Last Updated: 08/01/2017 09:32 AM

Technical Review

Applicant: Eureka City Schools, A Unified District (U351C170076)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	10	9
Quality of Project Services		
1. Project Services	25	25
Quality of Project Personnel		
1. Project Personnel	15	15
Quality of the Management Plan		
1. Management Plan	20	16
Quality of the Project Evaluation		
1. Project Evaluation	30	27
Priority Questions		
Competitive Preference Priority		
Leveraging Technology		
1. CPP 1	5	5
Total	105	97

Technical Review Form

Panel #1 - Professional Development for Arts Educators - 1: 84.351C

Reader #2: *****

Applicant: Eureka City Schools, A Unified District (U351C170076)

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) All eight CLANCIE schools are High Needs Schools with at least 20% of children from families below the federal poverty line. The schools average 72.58% Free and Reduced Price Meals. They also have far above average numbers of Special Education students. The schools have below average California Assessment of Student Performance and Progress (CAASPP) taken by Gr. 3-8 and Gr. 11 students. Additional concerns in this community include drug abuse and adverse childhood experiences.

2) In California, in 1970, passage of the Ryan Act eliminated art and music requirements for elementary teacher preparation. As a result, the majority of today's K-8 classroom teachers have had little or no systematic preparation to introduce their students to the visual and performing arts. In 2001, the California State Board of Education adopted the Visual and Performing Arts (VAPA) content standards. In response to the new VAPA standards starting in December 2004 elementary teacher education programs in California were required to provide a minimum level of arts methods coursework. Since 2004 there has been a requirement to provide elementary education credential teachers arts education instruction, typically this is a one unit course at most. The results showed that many teachers credentialed since 2004 still feel unprepared to teach the arts in their classrooms. The proposed work that the applicant proposed to do will address this issue (p. e23).

Weaknesses:

1.) The applicant identified emotional development, metacognitive skills, feelings of self-worth and creative expression, as gaps in the target student community that hindered overall student progress (p. e24). However, how these gaps will be addressed through the proposed programming was not explicitly discussed.

2.) No weaknesses were identified.

Reader's Score: 9

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) Two teachers serving as arts coordinators each have three years of experience leading arts integration training with over 100 teachers and over 2000 students in grades K-8 in eight local schools. The coordinators have been trained by State arts integration specialists and have created and facilitated about 200 hours of professional development for teachers locally and nationally based on lessons learned from an AEMDD 2014 grant. CLANCIE builds on the successful foundations of the North Coast Arts Integration Project (NCAIP). NCAIP sought to integrate and strengthen arts instruction in rural elementary and middle schools with the goal of improving student academic performance, reasoning skills, creative thinking, and engagement. Through a program of professional development, classroom observations, and visiting artists in the classroom, NCAIP contributed to the body of ongoing research that supports the importance of an education in the arts, specifically the arts integration model. NCAIP has also learned (a) the limitations of trying to serve three cohorts of teachers (K-2, grade 3-5 and grade 6-8) over three years, (b) limitations of summer and pull-out professional development, (c) the need for more intensive in-class coaching, and (d) the challenges of including all four arts disciplines (music, dance, visual art and theater) without increased professional development time to teach all the disciplines well (p. e25).

2) The proposed new project, Creative Learning and Access in Northern California for Innovative Education (CLANCIE) will work intensely over three years with a cohort of 30-35 grade 3-5 teachers at eight high-needs elementary schools in rural northwest California. This model is an innovative interdisciplinary approach which promotes the arts to ensure all students are able to reach their full potential. Lessons learned from the prior AEMDD grant were identified. For example, on p. e25, the applicant highlighted that the following components of PD programming will be addressed as a result of what they learned through the recent grant efforts. Through a program of professional development, classroom observations, and visiting artists in the classroom, North Coast Arts Integration Project (NCAIP) contributed to the body of ongoing research that supports the importance of an education in the arts, specifically the arts integration model. NCAIP has also learned (a) the limitations of trying to serve three cohorts of teachers (K-2, grade 3-5 and grade 6-8) over three years, (b) limitations of summer and pull-out professional development, (c) the need for more intensive in-class coaching, and (d) the challenges of including all four arts disciplines (music, dance, visual art and theater) without increased professional development time to teach all the disciplines well will be addressed

3). The proposed program will address the issues they identified through the last AEMDD grant by addressing the following: focusing on 30-35 teachers - instead of over 100 in NCAIP, focusing on one grade 3-5 cohort - instead of three cohorts, working intensely with teachers for three years instead of one year, increasing the frequency of instructional coaching in participants' classrooms to two coaching cycles per year, including principals in the professional development as well as scheduling ongoing meetings with the principals, forming collaborative art partnerships between classrooms to create a new authentic audience for student collaboration, mentorship, and feedback

Weaknesses:

- (1) No weaknesses were identified.
- (2) No weaknesses were identified.
- (3) No weaknesses were identified.

** This criterion has been thoroughly discussed and my score reflect my personal assessment of 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) Key personnel have been identified and have strong educational and artistic training and experience. For example, the project coordinator, is a math and art educator and has taught middle school for 23 years before becoming a full-time arts integration specialist (p. e47).

2) Project consultants and subcontractors have many years of conducting arts integration PD with such institutions as the John F. Kennedy Center for the Performing Arts. The background of the consultants identified include multiple genres in the arts and provide exemplary examples of arts integration curriculum development.

Weaknesses:

(1) No weaknesses were identified.

(2) No weaknesses were identified.

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) Page e51 outlines two overriding principles that are integrated into the management plan: (1) data-driven decision making to ensure implementation with fidelity, resulting in (2) increasing levels of appropriate support, coaching and other services for teachers. The management plan will continue many protocols developed for the North Coast Arts Integration Project. Each team member has clearly defined responsibilities and have successfully worked together. Professional development planning and delivery is the expertise of the proposed subcontractors.

2) No Strengths were identified.

3) Time commitments of key project personnel were provided with aligned tasks and objectives.

Weaknesses:

- (1) No weaknesses were identified.
- (2) The applicant did not provide sufficient criteria to determine how feedback would be used to change deliver increasing levels of lesson development (p. e54).
- (3) No weaknesses were identified.

Reader's Score: 16

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) Clear alignment between objectives and measures were offered on pp. e55-56. The use of standard assessments will address issues of reliability and validity. Qualitative and quantitative assessments were identified for use in the proposed evaluation. The applicant provided clear targets for effect size. For example, on page e35, they identify the following Research-based best practices to be explicitly addressed in the CLANCIE trainings which will include: developing positive student/teacher relationships (0.72 effect size), checking for understanding (0.90 effect size), providing effective feedback (0.75 effect size, prompting higher order thinking (0.62 effect size), and developing a "growth mindset" in both teachers and students,

2) Feedback mechanisms are in place to assess impact at appropriate intervals. The use of hierarchical linear modeling was identified to handle the nested structure of the data.

3) Theoretical support was offered for the use of hierarchical linear modeling as an analysis approach. In addition, a logical model provided a theoretical approach to the design and implementation plan of the proposed work.

Weaknesses:

- (1) No weaknesses were identified.
- (2) A discussion of power analyses to determine appropriate sample sizes of each group was not offered.
- (3) No weaknesses were identified.

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:

- 1) High –speed internet access and devices will be provided for students and educators.
- 2) Open source software and platforms are intentionally selected to ensure the widest possible use regardless of an individual school or classrooms' level of technology. For example, the project will utilize existing technology such as Google Classroom to strengthen community, engagement and create an authentic audience for student work. Technology will allow teachers in schools miles apart to establish an arts partnership exchange—interdistrict partnerships through which teachers will digitally exchange students' visual or performance art and provide feedback to each other (p. e48).

Weaknesses:

- 1) No weaknesses were identified.
- 2) No weaknesses were identified.

Reader's Score: 5

Status: Submitted
Last Updated: 08/01/2017 09:32 AM

Status: Submitted

Last Updated: 07/31/2017 07:23 PM

Technical Review

Applicant: Eureka City Schools, A Unified District (U351C170076)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	10	9
Quality of Project Services		
1. Project Services	25	25
Quality of Project Personnel		
1. Project Personnel	15	15
Quality of the Management Plan		
1. Management Plan	20	16
Quality of the Project Evaluation		
1. Project Evaluation	30	26
Priority Questions		
Competitive Preference Priority		
Leveraging Technology		
1. CPP 1	5	5
Total	105	96

Technical Review Form

Panel #1 - Professional Development for Arts Educators - 1: 84.351C

Reader #3: *****

Applicant: Eureka City Schools, A Unified District (U351C170076)

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 provides solid details regarding the demographics of the targeted high need population, the percentage of high poverty, and academic achievement statistics in math and English Language Arts. Over 56% of the students qualify for the free and reduced lunch. The poverty rate for Eureka is 24.5%, Arcata it is 41.3% and the Klamath Trinity Joint Unified School District has a poverty rate of 32.9%. Humboldt has the highest rate of Adverse Childhood Experiences (ACEs) in California where 30.8% of adults' experiences four or more ACEs vs 13% statewide. The Creative Learning and Access in Northern California for Innovative Education (CLANCIE) project includes eight schools which are all high needs schools. The schools average 72.58% free and reduced lunch rate (e21). The schools fall below the average on the California Assessment of Student Performance and Progress (CAASPP) taken by 3-8 and 11 grade students. (e21). The applicant reported the percentage of students meeting or exceeding the standards in the CLANCIE schools grade 3-5, was 24.4% for math and 29.4% in ELA in 2016. These averages are below the state averages.

2. The teachers do not receive appropriate art education courses to prepare them to teach the arts in their classroom. At Humboldt State University, prospective teachers take a one-unit arts education class which does not provide the necessary preparation to teach art in the classroom. (e23). There are a couple of publications included in the proposal which indicate that art education helps students in all disciplines and supports a healthy school climate.

Weaknesses:

1. No weaknesses noted.
2. The applicant did not discuss the issue about how the social and emotional gaps and issues will be addressed in the proposal.

Reader's Score: 9

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 applicant provides a solid approach in using the North Coast Arts Integration Project (NCAIP) and focusing on its positive impact. CLANCIE will improve on the NCAIP model and focus on 30-35 teachers, grades 3-5, work with teachers for three years, use instructional coaching, include principals in the professional development, and collaborate with other teachers. These are lesson learned from the NCAIP and the description is based on integrating an effective arts education program in the classroom.

2. The impact of these changes is described in the proposal. The opportunity to be creative and unique is developed through collaboration in writing and dialoging with other classes. This will also improve the students' ability to produce clear and coherent writings. Having the principal participate in the professional development activities will support the arts education and help in classroom observations. The alignment of arts education with district initiatives should support increase attendance and reduce the dropout rate. Supporting the arts education program will also be part of the principals' role through the updates to the Local Control Accountability Plans (LCAP) which will help in sustaining the program (e29).

There are five effective PD principles described in the narrative. The applicant presents solid documentation on how these five principles will be incorporated into the PD effort. As an example, the teachers will engage in over 100 hours of training and coaching. There are additional examples that support each of the principles. The CLANCIE staff will train teachers on concepts and integration techniques for visual and theater arts; artful thinking is helpful with student engagement and in using a student centered approach; using a coaching cycle in the summer PD to train teachers on a gradual basis instead of trying to accomplish everything at one time; research based practices will be incorporated into the PF and model lessons; and increasing student engagement.

Weaknesses:

No weaknesses noted.

This criterion was thoroughly discussed and my score reflects my personal assessment.

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 identified key personnel that will work on the project and have experience and training in the field. The project coordinator has over 23 years of experience in the classroom and became part of the ECS' Art Education Grant. The Project Coordinator also has extensive classroom experiences. Both individuals have worked for the North Coast Arts

Integration Project for the past three years. They have experience in providing professional development, developing curriculum, and have served as instructional coaches. The Arts Community Liaison is the Director of the Arcata Arts Institute, which is a school within Arcata High School. She is also developing the Innovation Design Institute, a STEAM model of education for Arcata High School. Humboldt State University Liaison will be staffed by an Art Professor who will work with students in the undergraduate program at the University.

The evaluation team will be contracted by the project to determine the effectiveness of the project. The four individuals have experience in evaluating projects. Focus 5 will be contracted to provide professional development and assists teachers in developing visual literacy and critical thinking skills (e50). She has 20 years of experience of integrating the arts with general education, special education, and ELL.

Weaknesses:

No weaknesses noted.

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 management plan provides a focused plan for supporting the project in reaching its goals and objectives of arts integration in selected schools on time, and within budget. The applicants included the Leadership Team and management plan timeline. (e52-54). The chart includes the specific activity, responsible parties, and time frame of the proposed project. The Year 1 milestones are included as well.

2. The program will be monitored continuously to provide feedback on the progress of the project outcomes. Monthly meetings will be conducted to review the information and monitored to identify if any issues or concerns are presented in meeting the outcomes.

3. The staff has sufficient and adequate time commitment to accomplish and implement the project objectives. The Liaison will work with local and State partners, principals, and the leadership team at the schools.

Weaknesses:

1. No weaknesses noted.

2. The applicant did not provide sufficient detail and guidelines on what criteria will be used to increasing levels of lesson development, teacher coaches, and student services.

3. 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:

1. The applicant effectively describes the methods of evaluation that will be used to furnish constructive feedback and provide assessment of progress toward achieving performance measures. The evaluation will use a quasi-experimental design to produce quantitative and qualitative data to determine the impact of the outcomes. There are 6 goals and each one has measurable objectives. As an example, the second goal is that the percentage of PDAE projects whose teachers show a statistically significant increase in content knowledge in the arts and the first measurable objective is that participating teachers will show a 50% increase in content knowledge as measured by pre and post assessment (e55-56). Examples of quantitative data include student grades, state test data and attendance, and qualitative data will be gathered through interviews, surveys, observations and at site-level and leadership meetings, and other evaluations.

2. Formative and summative assessments will be collected and shared with the leadership team. The formative data will be used to identify issues or concerns and provide feedback to make corrections as they occur to ensure that the project will be implemented with fidelity and according to process described in the proposal. The project will also make an effort to design and document the process and materials for future replication (e58). The evaluators will develop a Program Implementation Fidelity Matrix (PIFM) at the beginning of the project to measure the progress towards meeting the short, mid, and long terms targets for each outcome (e59). The summative assessment will include a final review on a yearly basis. The evaluation of PD will use the work of Guskey which has 5 critical elements. Each element is identified and the chart presents the questions to be addressed, the process for gathering information, the item to be measured or assessed and the utility of the information (e60-61).

The applicant presents a comprehensive logic model that describes the inputs-resources, inputs-activities, outputs, short term outcomes, intermediate outcomes, and long term outcomes. The logic model does include the studies by John Hattie, Guskey's studies of PD. The Logic Model describes the program identified from the inputs of project staff focused on the integration of the arts in the core content areas.

Weaknesses:

1. No weaknesses noted.

2. The applicant did not provide any information on how the sample size will be selected for the evaluation to determine the impact of the project outcomes.

3. There is insufficient theory presented in this response that describes what the research states in regards to the integration of the arts in the core curriculum. The two studies mentioned in this area are insufficient to demonstrate a strong theory to support the approach described in the proposal.

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 described the use of technology for communicating, strengthen community engagement, arts partnership exchanges, use of google classrooms, authentic reviews, increased student engagement, and other positive impacts of technology in the classrooms. Although the classrooms in the different districts do not have the same equipment, the use of open source software allows all of the students and staff to communicate across different platforms.

The use of Google Classrooms will make a major impact on facilitating tasks, communicating, and collaborative lesson planning. Google Hangouts will be used for video conferencing and collaboration. Online learning courses will be available from the California County Superintendents Educational Services Association and the Kennedy Center and other courses will be developed by staff (e40).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Status: Submitted
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