

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

Status: Submitted

Last Updated: 07/24/2017 03:02 PM

## Technical Review

**Applicant:** Jefferson Parish Public School System (U351C170017)

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

	<b>Points Possible</b>	<b>Points Scored</b>
<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	20
<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>	<b>105</b>	<b>104</b>

# Technical Review Form

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

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

Applicant: Jefferson Parish Public School System (U351C170017)

## 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) Participating schools show a range of students from 84% to 98% free and reduced lunch (pgs. 6 – 7) reflecting a highly disadvantaged population at those schools.

2) Multiple recent research citations support the need to apply effective arts integration strategies at the kindergarten and first grade levels on behalf of disadvantaged students. (pgs. 2 – 4) The proposal is to replicate a project that is currently showing promise in Jefferson Parish schools at grades 2 through 4.

2) Treatment schools, those using the arts integration program, show higher achievement in language arts than comparison schools that are not using the program. (pg. 8)

2) Expanding the current program to K – 1 in the participating schools would eventually result in a cumulative arts integration program K – 5, including a cadre of trained teachers, addressing the teacher training gap, with the result being improved achievement for traditionally underperforming students. (pg. 4)

#### 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 program proposed has specific research to support that arts skills are improved along with achievement in ELA and math. Projects have consistently shown that students experiencing the A4L lessons made significant gains in literacy learning and math. (pg. 25) Students also have increased motivation, better attendance and classroom behavior. (pg. 26 and appendix)
- 2) The program appears sustainable after the grant period. (pg. 32) It is likely that the services provided by the project will result in higher student achievement through the duration of the project and beyond.
- 3) The professional development provided through the project is sustained and intensive and utilizes a variety of approaches including a Professional Learning Community and Digital Learning Platform.

**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) A number of the key project personnel positions will be filled by highly experienced persons who offer background and experience specific to the project. The project brings the same staff forward from Cycle 1 and the experience that helped make that project successful will transition into this Cycle 2 project. (pgs. 16, 17)
- 2) Young Audiences (YA), in partnership with Young Audiences of Louisiana (YALA), brings a wealth of experience in providing professional development for arts integration to the project. This is evidenced not only by their work across 26 states but also by their work in Cycle 1 of this model. (pgs. 33 – 35)

**Weaknesses:**

No specific strategies are offered for encouraging applications for employment from teachers from underrepresented groups.

**Reader's Score: 14**

**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 clearly delineated timelines, benchmarks, and responsibilities for all tasks for each year of the grant project. (pgs. 38 – 43)
- 2) Formative assessment of the effectiveness of the project will be based on benchmarks. Evaluators will collect, analyze, and report data on the effectiveness of all aspects of the project. This will support ongoing refinement of the project. (pg. 43)
- 3) Management of the project is provided by persons with much experience in managing this type of project. The management team has been involved in managing Cycle One of the project. This would tend to lead to a good transition from Cycle One to Cycle Two and clear understanding of the needs of Cycle Two. Time commitments are understood by key personnel based on previous experience and are clearly delineated on pages 38 and 39 of the narrative.

**Weaknesses:**

None.

**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) Evaluations are specifically aligned to the five goals of the project by measuring progress toward goals and providing timely feedback to project personnel. (pg. 48)
- 2) There is a clear process established for completing formative evaluations for informing program improvements continuously throughout the project. Summative evaluation will measure the ultimate progress of the project and center on gains made by participating teachers in arts content and pedagogy, impact on student achievement, and student attendance. Data collected will be disaggregated include factors that include higher levels of achievement or where some attention is needed for improvement. This can help the sustainability of the program. (pgs. 46 – 47)
- 3) The project is strongly supported by research studies and the success record of the previous version in Cycle 1. The project uses a quasi-experimental design structure utilizing treatment and control groups. (pg. 44) It is built on a logic model that would result in strong arts integration pedagogy in treated schools with a long-term goal of replicating the project in other district elementary schools. (pg. 50)

**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:

The project engages multiple uses of technology in the professional development of participating teachers with a goal of sharing online resources and experiences with other district schools in the future. Resources will be created specifically for the project which will be added to existing resources.

The project will utilize a Professional Learning Community for sharing and communicating best practices in art integration.

The project will expand a Distance Learning Platform to aid in the professional development and support of teachers.

Teachers will be able to achieve digital credentials as credit for continuing educations. (pg. 16)

#### Weaknesses:

None.

Reader's Score: 5

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**Last Updated:** 07/24/2017 03:02 PM

Status: Submitted

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

## Technical Review

**Applicant:** Jefferson Parish Public School System (U351C170017)

**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	20
<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 #2: \*\*\*\*\*

Applicant: Jefferson Parish Public School System (U351C170017)

## 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 84 and 98% of students qualify for free or reduced lunch. In addition, the targeted schools are low performing schools as measured by state assessments. P. 6 – 7.

Criteria 2 – The applicant has thoroughly identified lack of teacher preparedness, lack of arts access, and difficulties with literacy as gaps to be addressed by the proposed project. P. 8-10. The proposed project will address these gaps by providing professional development to kindergarten and first grade teachers.

#### 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:

The applicant will ensure equal access and treatment for eligible project participants by encouraging participation by teachers from different backgrounds and with diverse experiences.

Criteria 1 - The proposed project will provide services that reflect up-to-date the research on developing teacher effectiveness, supporting struggling schools, and integrating the arts. P14-15. The applicant presents clear evidence of the effectiveness of the first iteration of the proposed project. In addition, the applicant cites multiple research studies supporting the integration of the arts into student instruction. P. 8 – 14. The proposed services are highly likely to be effective.

Criteria 2 – Because teachers will receive a significant amount of ongoing professional development along with their peers, it is highly likely that teachers will fully engage in integrating the arts into their teaching. In addition, it is highly likely that students will receive academic benefits from both the integration of the arts into their instruction and the increased effectiveness of their teachers. P. 21-23.

Criteria 3 – The professional development services provided to teachers will include 40 hours of professional development, 20 hours of coaching and support, and six hours of distance learning. In addition, teachers will engage in co-teaching and in building professional learning communities. P. 21-23. The services provided will be high quality, of significant intensity, and of ample duration to support improvements in practice.

**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 director is certified in arts integration and program delivery. In addition, the project coordinator has experience with communications and program management. P. 34-37. The applicant provides resumes for the key personnel.

Criteria 2 – The consultants for the proposed project are strong. The key consulting organization has significant previous experience with supporting arts integration in schools. Specifically, this organization provided services for the previous iteration of the proposed project. P. 35. The applicant includes resumes and information about the consultants and the organizations that will participate in the project.

**Weaknesses:**

Although the applicant states that they are not discriminate, the applicant does not provide any specific strategies that will be used to encourage the application of members of groups that are traditionally underrepresented. P. 33.

**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 clear management plan that includes activities, benchmarks or milestones, timelines, and persons responsible. In addition, the applicant provides a chart that lists the key personnel and their role in the successful completion of the project. P. 38. The clear details of the management plan are highly likely to support the successful completion of the project on time and on budget.

Criteria 2 - The applicant proposes to collect real-time data and feedback throughout the project. This will include feedback from teachers, coaches, administrators, and program staff. P. 43. Feedback and data collection will include surveys and classroom observation. P. 45. The program staff will review the formative evaluation results in order to plan program improvements and make modifications. P. 43. The procedures for collecting and reacting to feedback are clear.

Criteria 3 - The time commitments of the project director and key personnel are significant. The project director will devote 50% of time. In addition, the project coordinator will devote 90% of time. P. 38. This will allow the project director and project coordinator to fully engage with instituting the professional development services and monitoring the progress of the project.

**Weaknesses:**

No weaknesses noted.

**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:**

Criteria 1 - The proposed evaluation includes formative and summative evaluation. The performance measures include the results of classroom observations, data from teacher and principal surveys, data on professional development activities, and student academic achievement and engagement data. These data are appropriately objective in nature and will produce both qualitative and quantitative data. P. 46-49. The proposed evaluation plan is extensive.

Criteria 2 - The applicant's proposal to use both formative and summative evaluation will allow the applicant to gather performance feedback information throughout the term of the project. P. 46-49. The plan to gather feedback that can be used in a formative way as well as data that can be used for summative evaluation is highly likely to result in periodic assessment of progress toward project goals.

Criteria 3 - The proposed project is supported by strong theory as evidenced by the logic model. P.50. In addition, the

proposed project is an extension of a previous successful project for grades 2 through 4. The proposed theory of change is strong and well-supported by the logic model.

**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 a digital platform to support the project. The platform will include the curriculum, resources, and assessments for the program. In addition, the applicant will provide professional development webinars in years two through four as well as a selection of exemplar videos and instruction. In years three and four, the digital platform will also be used to provide video documentation of the project. P. 16-17.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 5

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**Status:** Submitted

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Status: Submitted

Last Updated: 07/24/2017 02:12 PM

## Technical Review

**Applicant:** Jefferson Parish Public School System (U351C170017)

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

	<b>Points Possible</b>	<b>Points Scored</b>
<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	13
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<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>	<b>105</b>	<b>103</b>

# Technical Review Form

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

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

Applicant: Jefferson Parish Public School System (U351C170017)

## 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 clearly focuses on serving and addressing the needs of disadvantaged individuals by providing professional development in collaboration with Young Audiences of Louisiana (YALA) and the national affiliate Young Audiences (YA) in the Arts for Learning (A4L) curriculum in for 32 teachers of 750 students (grades K-1) in five of JPPSS underperforming schools that serve economically disadvantaged students (e23-24).

(2) The application clearly identifies gaps or weaknesses in services and infrastructure in that there is no arts integration in the K-1 curriculum, literacy scores are low in this high needs population and that arts integration into literacy is proven to be a way of increasing literacy development (e26).

This project identifies two additional weaknesses in providing an arts integrated approach to teaching are that most teachers (who are not arts educators) do not believe that they have artistic talent and they have no formal arts training (e27).

To address this gap, this project will provide professional development for classroom teachers in arts integration as well as artists in classroom residencies to co-teach and build the classroom teacher's efficacy in integrating an art form (e27).

#### Weaknesses:

No weaknesses were identified.

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 clearly describes 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 (e12-14). Also Goals and Performance Measures are delineated clearly (e40-41) as is a scope of services and their impact (e41-42)(e55).

(1) The applicant clearly describes that services provided by this project reflect up-to-date knowledge from research and effective practice as this district is already the recipient of PDAE grant funding to support Cycle One of this project (serving grades 2-4) (e27).

(2) The applicant provides clear evidence that literacy and arts outcomes have been significantly improved through professional development on arts integration and by "increasing student access to quality arts experiences" in Cycle One of this project and the district is seeking to expand it to grades K-1 (e27-28).

(3) The applicant provides strong evidence that the professional development services provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among recipients because of the results of Cycle One of this project (e30) and in other Young Audiences projects in the country (e46-47).

**Weaknesses:**

No weaknesses were identified.

**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 outlines the qualifications, including relevant training and experience, of key project personnel will lead to strong success of the continuation project in this district (e55).

Personnel will include the district Auxiliary Grants Specialist, Young Audiences of Louisiana Director of Education and Programs, the Young Audiences of Louisiana Program Manager (who will serve as Project Coordinator), a Curriculum Consultant (to be hired) and a Documentation Specialist (e57-58).

(2) The applicant clearly outlines the qualifications, including relevant training and experience of project consultants or subcontractors will lead to strong success of the continuation project in this district (e57-58)

Consultants and subcontractors will include the National Executive Director of Young Audiences, a Principal Investigator (IQEE Director) to oversee research design and evaluation and teaching artists from across the state and country that have been thoroughly vetted by Young Audiences.

**Weaknesses:**

There were no specific strategies for ensuring representation of underrepresented groups in the application or selection process for this project.

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's management plan is clearly described as adequate in achieving the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks by including a chart with each of these defined by year (e60-65) and a budget narrative for each year (e157-166).
- (2) The applicant proposes clear methods to ensure feedback and continuous improvement in the operation of the proposed project by including evaluation (qualitative and quantitative) methods and their frequency of analysis and dissemination in the Evaluation part of the chart indicating roles and responsibilities (e64-65) also by addressing it in the narrative(e65).

#### Weaknesses:

No weaknesses could be 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 clearly describes the methods of evaluation including objective performance measures that are very clearly related to intended outcomes and will produce quantitative and qualitative data. Formative data will be collected regarding teacher's professional development and efficacy as a result (e67-68). Summative data will also be collected in terms of determining teacher's knowledge gains, student achievement in ELA and student attendance data (e68).
- (2) The applicant clearly provides evidence that methods of evaluation will be analyzed and utilized to provide performance feedback and periodic assessment of progress toward intended outcomes as outlined on pages e70-71.
- (3) The applicant clearly defines how the proposed project is supported by strong theory as the PDAE Logic model is included as it relates to this project (e72).

**Weaknesses:**

No weaknesses were identified in this section.

**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) An online platform that is produced by the Young Audiences organization will be used to provide classroom teachers access to webinars, curriculum that is differentiated, instructional resources for both teachers and students and tools for communication (e42). Continuing Learning Unit credit hours can be earned through distance learning during this project (e42).

**Weaknesses:**

No weaknesses were identified.

**Reader's Score: 5**

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**Status:** Submitted

**Last Updated:** 07/24/2017 02:12 PM