

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

Status: Submitted

Last Updated: 08/02/2017 04:01 PM

Technical Review

Applicant: Metropolitan Nashville Public Schools (U351C170073)

Reader #1: *****

| | Points Possible | Points Scored |
|--|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Need for Project | | |
| 1. Need for Project | 10 | 10 |
| Quality of Project Services | | |
| 1. Project Services | 25 | 25 |
| Quality of Project Personnel | | |
| 1. Project Personnel | 15 | 15 |
| Quality of the Management Plan | | |
| 1. Management Plan | 20 | 20 |
| Quality of the Project Evaluation | | |
| 1. Project Evaluation | 30 | 28 |
| | | |
| Priority Questions | | |
| Competitive Preference Priority | | |
| Leveraging Technology | | |
| 1. CPP 1 | 5 | 3 |
| | | |
| Total | 105 | 101 |

Technical Review Form

Panel #4 - Professional Development for Arts Educators - 4: 84.351C

Reader #1: *****

Applicant: Metropolitan Nashville Public Schools (U351C170073)

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 applicant's proposed target population focuses on serving and/or addressing the needs of disadvantaged individuals in Metro Nashville Public Schools (MNPS) a large, urban, school district that serves over 88,000 students in 167 schools. For this application, 25,300 students across all of MNPS's 55 Title I elementary schools will be served over the four-year grant. Among the total population of students who will be served, almost 87% are low-income; only about a quarter (27.5%) of students performed at grade level in reading and 39% did so in math (based on Tennessee state assessments) (pg. e26).

The applicant identified several gaps in services with the proposed project activities outlined and prepared to address them. Gaps that the project would address included such issues as the training dosage currently offered falling substantially short of what would be considered rigorous and sustained, as well as no system-wide initiatives to integrate technology into arts education, with very limited up-to-date technology currently provided for art or music rooms (pg. e27, 30).

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's proposed project reflects up-to-date knowledge from research and effective practice. MNPS documents studies that link student participation in arts education to higher performance in literacy and mathematics for elementary and secondary school students (Deasy, 2002; Rupert, 2006) (pg. e35).

Additionally, the identified teachers of the MNPS will be impacted by the project services including training, which will provide hands-on instruction. The project is designed to provide support for teachers in the effective use of QuaverMusic.com technology and curriculum resources and to enhance technology knowledge, skills, and confidence to integrate technology into music instruction. By providing opportunities for active hands-on learning; promoting collaboration; and ensuring that the project is intensive and sustained over time participants should be positively impacted by this project (pg. e46).

The project will require participating teachers to commit time that is both sustained and intensive (a minimum of 40 hours over the course of each year of the project). In addition, experienced, highly qualified facilitators who have extensive background in arts education and/or educational methods will deliver all professional development and provide ongoing assistance and mentoring throughout the project (pg. e39-43).

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:

The applicant has identified key project personnel, outlining qualifications, relevant training and experience (pg. e49). The MNPS project staff will include a Project Director, as well as three (3) Coordinators (Performing Arts, Visual Arts and Project). All staff has extensive experience in managing and evaluating professional development (PD) programs and proposes to work together collaboratively to ensure leadership on the proposed project.

Likewise, MNPS is fortunate to have secured commitments from two leading arts organizations and a nationally-recognized arts education evaluation firm to partner with the District on this PDAE grant. The qualifications, relevant training and experience, of project consultants include collaborations with QuaverMusic.com, an international leader in K-8 music education, a diverse team of experienced music educators and professional musicians who provide an interactive suite of multidisciplinary music education resources, including a comprehensive K-6 music curriculum, supplemental videos and activities on a variety of music topics.

Additionally, Frist Center for the Visual Arts (FCVA) will also support the implementation of the MNPS PDAE project. FCVA provides and creates high-quality art exhibitions, educational programs, and community outreach activities, and has gained a reputation as an influencer in Nashville's visual arts scene (pg. e51).

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 objectives of the documented management plan clearly include the proposed project rolling out on time and within budget, including defined responsibilities, timelines, and milestones for accomplishing project tasks (pg. e52).

The management plan for the MNPS PDAE initiative has three core elements that in combination will ensure the success of the project and the attainment of all of the project's objectives, outcomes, and performance measures. The core elements include: a leadership and staffing structure; a project and fiscal management structure; and a continuous improvement process that engages PDAE stakeholders in ongoing feedback, assessment, and refinement of project activities (pg. e53).

The proposed project describes the time commitments of the project director and principal investigator and other key project personnel and is detailed, appropriate and adequate to meet the objectives of the proposed project (pg. e61).

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:

The proposed project includes a logic model, which is clearly related to the intended outcomes of the project. The evaluation method employed will produce quantitative and qualitative data. To that end, process and outcome

evaluations proposed by the project will be conducted and all aspects of the evaluation will be aligned to the project's activities, expected outputs, and outcomes in support of the project's main goals (pg. e61).

The proposed project will provide performance feedback and periodic assessment of progress toward achieving intended outcomes. The applicant will use a quasi-experimental design to examine differences between participating teachers and their students and non-participating teachers in similarly situated schools and their students. (pg. e62).

The project's theory of change posits that, by providing sustained and intensive professional development in research-based strategies and blended learning approaches will enhance the knowledge and skills of visual arts and music teachers by providing standards-based art instruction that integrates and supports core literacy instruction, thus boosting student literacy outcomes in high-need schools (pg. e73).

Weaknesses:

The evaluation will use a quasi-experimental design, but it fails to provide sufficient detail regarding the control group. MNPS neglected to identify how the comparison student groups would be matched for similar demographic data and how both groups will be gathered, and if the groups will be balanced as necessary to ensure that there are no statistically significant differences between the treatment and comparison group students (pg. e62).

Reader's Score: 28

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 will integrate technology in the visual arts and music professional development strands to enhance students' exposure to high-quality content and to develop teacher and student skills in technology used for creating, presenting, responding to, and connecting with art (pg. e33).

Weaknesses:

The applicant outlines extensively the use of technology as it proposes to integrate technology into visual arts and music professional development, however it is difficult to ascertain how the applicant plans to measure its effectiveness. Likewise, there are insufficient resources identified for this component. The applicant states that three (3) I-pads would be provided for each school. The number of MNPS instructors identified to participate is sixty-five (65), making the use of three devices per school for technological professional development challenging at best (pg. e33-34).

Reader's Score: 3

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Technical Review

Applicant: Metropolitan Nashville Public Schools (U351C170073)

Reader #2: *****

| | Points Possible | Points Scored |
|--|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Need for Project | | |
| 1. Need for Project | 10 | 10 |
| Quality of Project Services | | |
| 1. Project Services | 25 | 25 |
| Quality of Project Personnel | | |
| 1. Project Personnel | 15 | 15 |
| Quality of the Management Plan | | |
| 1. Management Plan | 20 | 20 |
| Quality of the Project Evaluation | | |
| 1. Project Evaluation | 30 | 28 |
| | | |
| Priority Questions | | |
| Competitive Preference Priority | | |
| Leveraging Technology | | |
| 1. CPP 1 | 5 | 2 |
| | | |
| Total | 105 | 100 |

Technical Review Form

Panel #4 - Professional Development for Arts Educators - 4: 84.351C

Reader #2: *****

Applicant: Metropolitan Nashville Public Schools (U351C170073)

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 thorough plan for serving disadvantaged individuals. For example, the applicant indicates that Metropolitan Nashville Public Schools (MNPS) is exceptionally diverse and serves students representing more than 120 countries. The student population in Pre-K-12 is 44% Black, 28% white (including students from the Middle East), and 23% Hispanic, and 4% Asian. Almost half (48.8%) of all MNPS students qualify as economically disadvantaged, including 52% of elementary level students (proposed target population). Across all of Davidson County, more than a quarter (26.5%) of all school-aged children (ages 5-17) lives in poverty (U.S. Census Bureau, and Small Area Income and Poverty Estimates Program, December 2016). The number of economically disadvantaged MNPS students has increased by more than 50% and the number of Limited English Proficient students has more than tripled over the past decade. In addition, the applicant indicates that among the total population of the students served, almost 87% are low-income, only about a quarter (27.5%) of students performed at grade level in reading and 39% performed at grade level in math (based on Tennessee state assessments). The applicant proposes to enhance the capacity of arts educators in Title I schools with compelling academic achievement needs to implement research-based instructional strategies to support academic learning outcomes (pgs. e24, e26)

2. The applicant thoroughly addresses and identifies several key gaps as evidenced by research-based data. The primary focus for professional learning for MNPS teachers is on literacy and mathematics, which has resulted in the implementation of professional development opportunities focused on research-based pedagogy in targeted art disciplines for arts educators. In addition, other gaps include the shortfall of training in the area of arts for teachers that is rigorous and sustained according to PDAE guidelines; visual art teachers have not had the same opportunity for professional learning as peers in music. In support of needed professional development for visual arts teachers, the applicant reports the following evidence: in 2016, 69 MNPS elementary visual arts teachers and 81 elementary music teachers submitted portfolios. An analysis of the data showed that higher proportions of music than visual arts teachers (94% versus 89%) scored at levels 3 or higher on the portfolio assessment. (p. e27, e28)

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:

1. The applicant provided extensive evidence that the proposed project reflects up-to-date knowledge from research and effective practice. For example, the applicant references several research studies in support of the proposed initiative.

Studies also provide evidence

that students with more in-depth art involvement have higher overall academic achievement, as

evidenced by standardized test scores (Catterall, 2002) and SAT performance (Rupert, 2006;

Vaughn & Winner, 2000). These findings suggest that professional development programs are designed to improve

teachers' capacity to provide high quality arts integrated teaching. (pg. e35)

2. The applicant provides evidence of the likely impact of the proposed project services on recipients of services. For example, the applicant provides a table with goals, objectives and outcomes. Goal 3 for the proposed project is to increase student achievement in literacy by effectively integrating core content standards into visual arts and music instruction and aligned with objectives and outcomes. The applicant provides additional goals, objectives, and outcomes to ensure student success through the integration of the arts. (p. e43)

3. The applicant provides extensive and thorough strategies for arts integrated and technology infused professional development that will provide teachers in rural schools with the foundation needed to understand, and to learn how to implement it in classrooms through arts integrated lessons, effectively. For example, the applicant indicates that according to survey findings, by offering only one Professional Development session on technology (titled "Technology and Your Favorite Things" for music educators) during the 2016-17 school year, the District has not been able to bring arts instruction to the same 21st century teaching and learning standards as in the other subject area curricula. The applicant proposes to implement the PDAE project to address this need by enhancing knowledge and skills of visual art and music educators to integrate technology into classroom instruction (p. e30). In addition, the applicant will integrate technology into training for visual arts education using Stop Motion, a pre-loaded iPad app designed to create stop-motion animations. Teachers will have training on the app and work with artist mentors to create stop-motion videos, and then teach students how to use the app to incorporate visual arts and literacy to support building video narratives. The technologies provided through the visual arts and music strands will allow MNPS art educators to connect to a broader range of arts instructional resources that reach beyond the walls of the classrooms and help expose the students to the expansive world of the arts. (p. e33)

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:

1. The applicant provides evidence that key staff has the experience and training that is relevant for the proposed project. For example, the applicant provides evidence of key staff having the experience, training, and education in the areas of educational leadership, evaluation, grants management, and arts education. The proposed Project Director is the Director of Music Makes Us initiative. The Coordinator of Visual and Performing Arts for MNPS has duties that include instructional supervision of 400 professional arts education specialists and oversight of all aspects of curriculum and instruction, PD, active recruitment and placement of arts teachers, and design and implementation of Music Makes Us programs and services. (pgs. e49, e50)

2. The applicant provides evidence that project consultants or subcontractors are experts in the areas of evaluation, Arts curriculum, technology, or consulting. For example, the technology partner, QuaverMusic.com is an international leader in K-8 music education with a diverse team of experienced music educators and professional musicians. QuaverMusic.com will provide an interactive suite of multidisciplinary music education resources, including a comprehensive K-6 music curriculum, supplemental videos and activities on a variety of music topics, a library of song-based activities, a music website designed specifically for students, and various other educational tools and resources for teachers. The applicant indicates that the company's co-founder is an expert in music education pedagogy and oversees the creation of all of QuaverMusic.com's curricular materials. (pgs. e43, e44)

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 applicant provided a comprehensive management plan meet proposed objectives on time and within budget, and included clearly defined responsibilities, timelines and milestones that demonstrated the project could accomplish project tasks. For example, the applicant provides the names, titles, and responsibilities of key staff with the experience and

qualifications to ensure successful fulfillment of meeting the proposed objectives within budget (pgs. e53, e54). In addition, the applicant provided a detailed table with the project activities, timeline, person responsible, and milestones. (e55-e58)

2. The applicant provides detailed procedures for ensuring feedback and continuous improvement in the operation of the proposed project. For example, the applicant indicates that the PDAE project partners have outlined a process for continuous improvement that is highly iterative and designed to be flexible and evolve as changes occur. It also incorporates engagement from the stakeholders at all levels, including school and district leaders, teachers, and artists mentors, whose behaviors and skills the program seeks to change. In addition, the applicant indicates that the continuous improvement process also involves frequent feedback loops to provide real-time data to establish goals and drive decision-making. This feedback and data will serve as the substance on which the continuous improvement process is built, (p. e59)

3. The applicant provides evidence that the time commitments for key staff will be appropriate and ensure that it can meet the objectives for the proposed project. For examples, the time commitments for key staff are as follows: VAPA Director - .10 FTE, Performing Arts Coordinator - .20 FTE; Visual Arts Coordinator (TBH), .20 FTE; and Project Coordinator (TBH), 1.0 FTE (grant-funded). (p. e61)

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:

1. The applicant provides an evaluation plan that includes the use of objective measures that will clearly relate to intended outcomes for the proposed project, and provides evidence to ensure the provision of qualitative and quantitative data by the end of performance period. For example, the applicant indicates that the evaluation of the Music and Art City project will include the use of objective performance measures, including the percentage of participants who receive sustained and intensive PD over the course of an academic year (GPRA 1), and the project's ability to demonstrate a statistically significant increase in the arts content knowledge of participants.

A detailed table is provided with outcomes, data types, data collection timeline (p. e61-e73)

2. The applicant clearly demonstrated how the project would ensure that methods of evaluation would provide feedback and permit periodic assessment of progress toward achieving intended outcomes. For example, the applicant will conduct focus groups with participating teachers each spring to capture in-depth feedback on the project's effectiveness in meeting its goals. Goals for the focus groups are to capture successes, lessons learned, and ongoing challenges. Additional goals will consist of gathering feedback on major project components, and seeing how the project can improve its model going forward. (p. e70)

3. The applicant provides evidence of using a strong theory approach for the proposed project. For example, the applicant's theory of change clearly illustrated in detail on the Logic Model provided the theory of change, including

teacher and student outcomes. The applicant provides teacher outcomes that will include gaining new knowledge and skills, designing and teaching arts-integrated lessons using multiple modalities, and changing instructional practice. In addition, the logic model includes inputs/school inputs, and arts link model implementation. (pgs. e71-e72)

Weaknesses:

The applicant did not provide information regarding recruitment and retention of the control group, and the applicant did not provide a process for collecting data. (p. e62, e67)

Reader's Score: 28

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:

a. The applicant indicates a plan for the use of technology and Internet access to increase students' and educators' access to digital tools, assessments, materials, and open educational resources. For example, the applicant proposes to implement the PDAE project to address this need by enhancing the knowledge and skills of visual art and music educators to integrate technology into classroom instruction (p. e30). In addition, the applicant will integrate technology into training for visual arts education using Stop Motion, a pre-loaded iPad app designed to create stop-motion animations. Teachers will have training on using the app and work with artist mentors to create stop-motion videos, and then teach students how to use the app to incorporate visual arts and literacy to support building video narratives. The technologies provided through the visual arts and music strands will allow MNPS art educators to connect to a broader range of arts instructional resources that reach beyond the walls of the classrooms and help expose the students to the expansive world of the arts. (p. e33)

b. The applicant presents innovative approach to providing technology-based professional development training for educators that include online and face-to-face collegial network sessions for development and exploration opportunities. For example, the applicant indicates that the technology partner, QuaverMusic.com is an online curriculum and repository of music resources, lessons, and activities to support teachers in using a blended learning approach to music instruction. The program and resources provided through QuaverMusic.com will allow teachers to use lessons that are digital to help students explore musical concepts, create musical compositions, and integrate music into literacy and math instruction. In addition, the applicant indicates that the technologies provided through the visual arts and music strands will allow MNPS art educators to connect to a broader range of arts instructional resources that reach beyond the walls of the classrooms and help expose students to arts that expands around the world. (p. e34)

Weaknesses:

1. The applicant did not allocate funds for a sufficient number of iPads (e.g., 3 iPad for each participant school) for the proposed project. (Budget)

2. The applicant did not provide opportunities for educators to 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. (pgs. e30-e35)

Reader's Score: 2

Status: Submitted

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Technical Review

Applicant: Metropolitan Nashville Public Schools (U351C170073)

Reader #3: *****

| | Points Possible | Points Scored |
|--|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Need for Project | | |
| 1. Need for Project | 10 | 10 |
| Quality of Project Services | | |
| 1. Project Services | 25 | 25 |
| Quality of Project Personnel | | |
| 1. Project Personnel | 15 | 15 |
| Quality of the Management Plan | | |
| 1. Management Plan | 20 | 20 |
| Quality of the Project Evaluation | | |
| 1. Project Evaluation | 30 | 28 |
| | | |
| Priority Questions | | |
| Competitive Preference Priority | | |
| Leveraging Technology | | |
| 1. CPP 1 | 5 | 2 |
| | | |
| Total | 105 | 100 |

Technical Review Form

Panel #4 - Professional Development for Arts Educators - 4: 84.351C

Reader #3: *****

Applicant: Metropolitan Nashville Public Schools (U351C170073)

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 proposal focuses solely on the district's 55 Title I elementary schools, which demonstrate a high need in terms of high poverty levels and low test scores (pg. e26). The proposal cites a low number of professional development hours (eight) for art and music teachers (pg. e27), as well as a gap between music and art teachers (pg. e29) in their teacher assessments.

Weaknesses:

"This criterion was thoroughly discussed; no weakness were found."

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 proposal cites seminal research on the efficacy of arts integration on improving teaching and learning (pg. e35). It also cites research on the importance of integrating technology (pg. e 38), and the impact of similar USDE-funded programs (pg. e37), making this proposal grounded in theory, increasing its likelihood of achieving its intended impact.

The table on pages e39-43 outlines clear goals, with specific interventions that are of high quality and sufficient intensity/duration, with specific details about the activities listed on page e46 that outlines how the teachers will experience the activities to total the number of hours of professional development provided.

Weaknesses:

"This criterion was thoroughly discussed; no weakness were found."

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:

Pages e12-13 include excellent recruitment strategies to encourage participation and employment from traditionally underrepresented groups, and pages e31& 48 state the district's nondiscrimination policies for hiring practices. The staff are all highly qualified (pg. e49), and they have selected equally qualified contractors, including an evaluator that has successfully worked on eight similar federal grants (pg. e52). There is also a clear hiring plan for a project coordinator (pg. e50).

Weaknesses:

"This criterion was thoroughly discussed; no weakness were found."

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 proposal has a clear reporting structure for staff and clear roles for each of those staff (pg. e54).

The management plan on pages e56-57 is very clear, outlining specific tasks, the person responsible, and the timeframe in which each task will be completed.

There are clear plans for continuous feedback, including various meetings between the evaluators, the project coordinators, and the schools (pg. e60).

Weaknesses:

"This criterion was thoroughly discussed; no weakness were found."

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:

The evaluation plan has objectives that are specific and measurable, such as "20 visual arts teachers will participate in at least 24 hours of PD" on page e63.

The logic model was very clear and specific, with a coherent flow from goal to inputs to activities to outcomes (pg. e73).

Weaknesses:

The control group mentioned on page e62 lacks details, such as how control group teachers and students will be recruited and retained in the project and how, when, and what data will be collected and analyzed to compare things like student assessment data (pg. e67).

Reader's Score: 28

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,**

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 proposal uses data from a survey of music teachers to identify technology integration as the "most pressing professional development need" (pg. e30).

The proposal has strong partnerships in place to deliver online instruction in both music and art (pgs. e33-34).

Weaknesses:

The grant request only includes a budget for three iPads per participating school (pg. e34), even though students will be creating videos and that incorporate visual arts and literacy as part of the program design (pg. e34). It seems that 25,000 students served by this grant (pg. e26) will need more than 165 iPads (3 per school x 55 schools).

Additionally, there is no mention of how the technological components will be measured for effectiveness, such as whether or not teachers are comfortable using the technology.

The proposal isn't clear as to whether or not these digital tools would lead to badges/credentialing.

The budget for Quavermusic.com looks like there are licensing fees, which would indicate that these aren't "open" resources.

Reader's Score: 2

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