

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

Status: Submitted

Last Updated: 07/18/2017 02:30 PM

Technical Review

Applicant: Richmond Public Schools (U351C170099)

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	22
Quality of Project Personnel		
1. Project Personnel	15	15
Quality of the Management Plan		
1. Management Plan	20	18
Quality of the Project Evaluation		
1. Project Evaluation	30	25
Priority Questions		
Competitive Preference Priority		
Leveraging Technology		
1. CPP 1	5	5
Total	105	95

Technical Review Form

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

Reader #1: *****

Applicant: Richmond Public Schools (U351C170099)

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 Richmond Public School system houses a high percentage of students who are classified as disadvantaged. 75% of students qualify for free and reduced lunch programs. (pg. 4)

1) The PDAE grant proposal greatly expands services to the district built upon the Turnaround Arts initiative to promote the development of interdisciplinary lessons for all district staff including both arts and core content teachers in schools with high populations of disadvantaged students.

2)The applicant identifies recruitment and retention of qualified teachers and school leaders as a gap to be addressed by the project. The applicant defined a goal of retaining and building capacity of properly licensed and effective arts teachers and school leaders through this professional development. (pgs. 4, 5)

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:

The project lists 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, 13) These strategies include: using ADA compliant facilities for all activities, specifically hiring, recruiting and involving individuals from disadvantaged groups, disseminate culturally relevant information to address diversity needs, arrange for assistive technology, and post critical information related to schedules and events on the internet so that access is increased for those who need assistance from technology.

1) The focus of arts integration across the curriculum is well supported by a good number of current research citations and studies on the impact of arts integration on student success. These examples reflect benefits to disadvantaged students and their achievement in various ways, including academic success and learning and life skills. Studies show that integrating the arts can also promote “renewed energy” in teachers. (pg. 11 – 12)

2) The proposal’s likely impact is that exposing at-risk students to a high-level exposure of arts will result in positive outcomes for students in school and beyond. The organization of the professional development including mentoring, observations, partnering, and certifying through the university will help build teacher capacity in the arts and create a climate that promotes teacher quality and retention. (pg. 15)

3) The multi-year credential provides intensity and duration to the professional learning and provides some incentive for teacher to remain committed to the district and their school building. Teacher certification for arts integration provides an incentive for continuous improvement of practices. (pg. 15)

3) Professional learning communities within the feeder programs promote the opportunity to “engage in shared inquiry on the part of teachers, professional artists, and even students, thereby connecting them to their community in a meaningful way.” (pg. 17)

Weaknesses:

3) The proposal does not fully address how teachers will be provided with specific training that will enable them to integrate technology into arts instruction.

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:

1) The list of key personnel represents much in the way of diversity of skills, perspectives and experience, including science and mathematics, instructional supervision, partnerships, instrumental music, and grant management. Skill sets range from the classroom to performance, to high level management and leadership experiences. (pgs. 20 – 23) These skill sets connect with specific needs of this project. For example, there will be a lot of partnerships for this project and one of the key personnel specializes in working with partnerships. There is an arts instructional specialist that also is certified in technology standards for instructional practice.

2) Consultants for the project bring expertise in program evaluation, fine and performing arts assessment, theatre, arts integration, and interactive music performance and production, adding depth to the multiple points of view of key personnel. (pgs. 23 – 26) Consultants bring special skills related to the goal of the project. An example is that one has co-authored three books within a series: Integrating the Arts Across the Content Areas (2012), Integrating Arts in Math (2013), and Integrating the Arts in English Language (2013).

Weaknesses:

None.

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 provides a reasonable timeline with milestones to help insure completion of the project. (pgs. 26 – 28) The project proposes that the district holds responsibility for engaging principals, central office administrators, and/or designees from the Co-Principal Investigators to work with participating classroom teachers and provide mentoring and assistance with professional growth. This organizational structure supports real time feedback from teachers, continuous improvement, flexibility and adaptability within the project and a general responsiveness to school level activities. 2) The management team, including the Project Coordinator, will provide oversight of the project, and will be responsible for collecting observation and feedback data and the Oversight Committee work with the external evaluator to produce the evaluation system that will produce qualitative and quantitative data for continuous improvement. (pg. 29) This includes feedback from coaching sessions, personalized goals, observations.

3) Commitments of key project personnel are on target to make the project successful. General oversight of the project will be provided by two Co-Principle Investigators providing additional time and perspective to that role. A grant manager will commit 5% of her time to the project, while the Project Coordinator role is set at 100%. In addition, a student intern will give the project 10 to 20 hours each week. Principals are expected to provide time as needed to insure that the PDAE grant resources are leveraged for optimal gain. The will support teacher teams with the implementation of integrated units and provide shared planning time, and insure that the whole staff has opportunities to learn more about arts integration or even use arts integration in their instruction.

Weaknesses:

1) The management plan does not address completing the project within a budget and does not assign clear responsibilities to achieve milestones. (pgs. 26 – 28)

Reader's Score: 18

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 evaluation plan is clear and based on the program goal and the four major objectives of the project. Applicant provided a table that thoroughly outlines the sources of data, method of collection, and type of analysis including quantitative and qualitative analysis. (pgs. 36 – 38)
- 2) Types of evaluation methods such as interviews, surveys, and narratives will provide multiple opportunities to make periodic assessments of progress and readily help the progress toward intended outcomes.
- 3) The proposed project is supported by many current research and relevant studies and the evaluation design is built around a logic model and process that reflects strong theory, such as a logic model. (Appendix 3)

Weaknesses:

- 2) The evaluation plan relies heavily on qualitative data and is somewhat limited quantitative data.

Reader's Score: 25

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 project uses emerging technology for both resources and content. Student projects will require the use of technological tools for these purposes.
- b) Professional development for teachers will incorporate a hybrid design including traditional face to face learning and technology based learning. Professional learning communities will make use of technology to promote collaboration and continuous learning for teachers.

Weaknesses:

None.

Reader's Score: 5

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Technical Review

Applicant: Richmond Public Schools (U351C170099)

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	22
Quality of Project Personnel		
1. Project Personnel	15	12
Quality of the Management Plan		
1. Management Plan	20	17
Quality of the Project Evaluation		
1. Project Evaluation	30	25
Priority Questions		
Competitive Preference Priority		
Leveraging Technology		
1. CPP 1	5	2
Total	105	88

Technical Review Form

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

Reader #2: *****

Applicant: Richmond Public Schools (U351C170099)

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 be implemented in Richmond Public schools. The applicant indicates that the school district serves primarily high need students. Specifically, over 75% of the students qualify for free or reduced lunch. Because the school district serves a large number of low income students, school district funds are very limited, especially when compared to wealthier districts. As a result, the students benefit from fewer opportunities for exposure to the arts. P. 3- 4.

Criteria 2 - The application indicates that approximately 5% of the teachers in Richmond Public schools are not sufficiently qualified for their instructional rolls. P. 5. This is due, in large part, to the districts struggles with recruiting and retaining teachers in all areas the applicant reports a significant need for teacher training and opportunities for additional teacher growth in order to ensure that the students have fully trained educators who remain in the district. The gaps in opportunities for student in the school district are significant. The proposed project will provide teachers with an additional credential as well as specific training that they can use to improve their instruction and will benefit their careers.

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 proposed project is designed to meet the needs of teachers and students who are underrepresented. The project will promote equal access by focusing on a method from a diverse culture and by building cultural awareness throughout the professional development program. P. 5.

Criteria 1 – The project proposed by the applicant includes professional development course work that is up to date and that reflect effective practice for professional development. The applicant's plan to include arts teachers and non-arts teachers in the program as teams is a sound one and likely to improve professional development outcomes.

Criteria 2 – Because of the duration and intensity of the professional development program and because of the level of commitment that is required of the participants and the principals at the schools, it is likely that the professional development project will have a significant impact on the instruction provided by the teachers who participate in the project. P. 18. The applicant's proposal to include commitment from the building principal as a prerequisite of participation in the project is likely to increase the moderate and long-term impact of the project on teachers and students.

Criteria 3 - The proposed project includes extensive professional development services that will be sufficient quality, intensity, and duration. Specifically, the project includes 150 hours of coursework in which arts teachers and non-arts teachers will participate together. P. 9. In addition, the participants will begin the process of integrating the arts into the curriculum while they are working toward completion of the credential.

Weaknesses:

Criteria 3 – Although the proposed project includes extensive professional development, it does not include specific steps that will be taken to follow up on the professional development project. The applicant does not describe ways to ensure continued implementation and growth beyond the term of the professional development program.

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:

Criteria 1- The key project personnel have strong qualifications, training and experience. For example, One key staff member serves as an Arts Instructional Specialist with the school district. She is a musician specializing in African American music and has significant experience leading and supporting music instruction. P. 21-22.

Criteria 2 – The program partners have strong qualifications and have prior experience in working with arts integration. For example, the Co-Principal Investigator works as the Director of the Partners in the Arts program at the university of Richmond. He possesses significant experience with working on arts integration with various organizations as a part of his work with the university. P. 23-25.

Weaknesses:

Although the applicant states that the school district is an equal opportunity employer that does not discriminate, the applicant does not describe any methods or strategies the applicant will use to encourage applications from individuals who are traditionally underrepresented. The status of being an equal opportunity employer is not sufficient to encourage

applications from those who are underrepresented. P. 19.

Reader's Score: 12

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**
 - (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
 - (2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**
 - (3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

Strengths:

Criteria 1 - The applicant provides a management plan with clear timelines and milestones for completing project tasks. P. 26-28. The management plan includes steps that will be taken to develop the courses and units as well as evaluation questions that coincide with each step of the timeline. This is likely to assist the applicant with completing the project on time and on budget.

Criteria 2 – The applicant proposes to gather feedback throughout the project. Feedback will take the form of surveys and interviews with participating teachers and students. Each part of the timeline includes a plan to review feedback and make updates and improvements to the proposed project. P. 29. The Project Coordinator, Principal Investigators, and the General Oversight Committee will all have a role in receiving feedback and making improvements.

Criteria 3 - The time commitments for the key personnel appear to be sufficient for the scope of the program. The key personnel include full time employees of the school district whose jobs are focused on the goals of the project. In addition, other key individuals to the success of the grant are in positions that focus on promoting arts integration. Their commitment to the success of the grant and their devotion of time to the project are significant. P. 30.

Weaknesses:

Criteria 1 - The management plan does not include a listing of the roles and responsibilities of various personnel in implementing the plan. Although the applicant provides information about the key personnel, the management plan does not include which personnel will be responsible for the various parts of the plan.

Reader's Score: 17

Selection Criteria - Quality of the Project Evaluation

- 1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**
 - (1) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**
 - (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**
 - (3) The extent to which the proposed project is supported by strong theory (as defined in this notice).**

Strengths:

Criteria 1 – The evaluation includes multiple ways in which the application proposes to collect information about the effectiveness of the project. Some of them include student and teacher surveys, observations and document review. The data the applicant proposes to gather coincides with the goals the applicant has identified for the project. P. 36-38.

Criteria 2 – The evaluation process will provide significant feedback throughout the term of the project. The feedback will include direct feedback from project participants including teachers who have participated in the professional development and students. For example, the principal investigators, project coordinator, and others will conduct interviews of the teachers to determine the extent to which they are integrating art into their lessons. In addition, students will be surveyed to determine the impact of the arts integration units on their learning and engagement. P. 36-38.

Criteria 3 – The proposed project is supported by strong theory based on previous work in the Turnaround Arts. The applicant's previous work with arts integration has shown a significant improvement in student engagement and student achievement in subjects and unit in which arts integration has taken place. P. 18-19.

Weaknesses:

Criteria 1 - Although the applicant identifies numerous ways to collect data related to the goals, the applicant fails to identify specific target they are trying to reach with teachers or students. For example, the applicant sets the objective of improved attendance but does not indicate how much of an improvement in attendance would be considered a success. In addition, many of the outcomes for teachers are to be self-reported through interviews and surveys. P. 37. It is likely that self-reported rates of arts integration will be skewed to reflect higher levels of implementation than may actually exist.

Reader's Score: 25

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 intends to make use of technology as a part of the project. Specifically, the applicant proposes to determine ways to use technology such as online portfolios and discussion groups during the implementation of the project. In addition, the applicant indicates that the courses in which teachers participate will be taught using a hybrid model that includes online and face to face components. P. 26.

Weaknesses:

Although the applicant states the applicant's intent to leverage technology, there is not a clear method or strategy that the applicant has committed to use with student as a part of the proposed project. Without a clear plan for leveraging technology, it is impossible to evaluate the quality of this aspect of the project.

Reader's Score: 2

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Technical Review

Applicant: Richmond Public Schools (U351C170099)

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	12
Quality of the Management Plan		
1. Management Plan	20	17
Quality of the Project Evaluation		
1. Project Evaluation	30	25
Priority Questions		
Competitive Preference Priority		
Leveraging Technology		
1. CPP 1	5	3
Total	105	92

Technical Review Form

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

Reader #3: *****

Applicant: Richmond Public Schools (U351C170099)

Questions

Selection Criteria - Need for Project

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

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

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

Strengths:

1. The project outlines a strong commitment to serving the needs of disadvantaged individuals by providing all nearly 100 educators at all 44 of the division's high-needs schools with high quality Arts Professional Development. The applicant describes the district as composition as 80% of students come from low-income homes, with 97% receiving free and reduced lunch. The majority of students are of minority background: 75% African American and 12.8% Hispanic (e17).

2. The project clearly identifies weaknesses in infrastructure by citing results from a study done in December, 2016: Understanding Teacher Morale Study in December 2016 indicated: "Some recommendations that support the need for RPS Arts Integration Learning Certificate Project include the issues of providing sustained and intensive professional development; building capacity for continuation and expansion of professional development; promoting school and division cultures that support teacher professionalism and leadership; and supporting leadership (VCU and MERC, 2016)" (e17)

The applicant noted that "approximately 5% of all core courses are taught by teachers defined as not "properly licensed" and effective, which is 5% higher than the state average" (e23). This is primarily due to high turnover rates resulting in inexperienced teachers. The proposed project will address this by providing sustained professional development and coaching.

The 150 hours of rigorous and intensive professional development over the course of 18 months and sustained coaching over the duration of the project will completely address the need for sustained intensive professional development, expansion of professional development, teacher professionalism and leadership.

Weaknesses:

The reviewer cited no weaknesses.

Reader's Score: 10

Selection Criteria - Quality of Project Services

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

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

research and effective practice.

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

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

Strengths:

This project strongly ensures equal access and treatment for participants that are traditionally underrepresented based on race, color, national origin, gender, age or disability the applicant will supply nearly all 100 educators at all 44 of the division's high-needs schools with high quality Arts Professional Development.

1. The project strongly reflects up-to date knowledge from research and effective practice. An example of this is the UnderstandingTeacher Morale Study conducted and analyzed in December 2016 which indicated: "Some recommendations that support the need for RPS Arts Integration Learning Certificate Project include the issues of providing sustained and intensive professional development; building capacity for continuation and expansion of professional development; promoting school and division cultures that support teacher professionalism and leadership; and supporting leadership (VCU and MERC, 2016)" (e17)

2. Services provided by this project will have a strong likelihood of impacting the instructional practices of the intended recipients.

The RPS/UR Integrated Learning project will strongly impact instructional practice by partnering arts and non-arts educators in high quality arts integration practices that will develop learning communities across schools and grade levels. These teachers will receive a certification in arts integrated learning that will help them utilize creative experiential learning in their classrooms. (e27)

The project will also strongly impact instructional practices by utilizing ongoing coaching and evaluation tools such as classroom observation, lesson review and teacher/student surveys, a formative assessment of the professional development's impact on the classroom will be available. (e33)

3. The professional development services provided by this project are of very high quality, intensity and duration to positively impact the practice of recipients and the educational experience of students.

The Turnaround Arts partnership validates and supports the quality of RPS leadership through providing high quality resources and arts professionals and a three-year window to work with partners to develop sustainable practices that will lead to improved teacher effectiveness.

- Overall, the project will provide 150 hours of rigorous and intensive professional development over the course of 18 months and sustained coaching and electives throughout the duration of the project.(e33)

Weaknesses:

The reviewer cited no weaknesses.

Reader's Score: 25

Selection Criteria - Quality of Project Personnel

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

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

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

Strengths:

1. Qualifications include relevant training and experience of key project personnel.

One of the Co-Principal Investigator's is highly qualified to serve in this capacity because of his experience as a consultant and teaching artist. With a Master of Fine Arts (MFA) and training in arts integration, he has developed workshops in experiential learning and new instructional technologies (e34).

Qualifications of key project personnel are provided and indicate that they are highly qualified to serve in their capacities as they are already serving their district by evaluating rigorous arts teaching and will be able to monitor the quality of instruction (e38-40).

2. The project includes qualifications, relevant training and experience of project consultants and subcontractors.

Qualifications include external evaluation, strong teaching experience and expertise in the area of children's music (e41-43).

Weaknesses:

The applicant did not address methods they will use to encourage applications for employment from persons who are members of traditionally underrepresented groups. The reviewer was unable to determine how the positions for this particular project were determined with respect to assuring that there is adequate representation regarding race, color, national origin, gender, age or disability should be included.

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:

1. The management plan somewhat adequately includes timelines and milestones for accomplishing project tasks. (e44-e46)

2. Procedures for ensuring feedback and continuous improvement appear adequate. The applicant has stated that there will be opportunities for feedback through individual, teacher and coach meetings. In addition, co-principal investigators will meet with teachers and principals to develop one-to-one mentorships (e47).

3. The time commitments of most key personnel are appropriate and adequate. There will be two Co-Principal Investigators, one will devote 60% of his time to serving as project director while the other will provide general project oversight. This should ensure that the project is effectively managed.

Project Coordinator is a grant hire with 100% designated time to the project and will be responsible for the day-to day coordination of the project and meeting benchmarks and goals.

The project will utilize a student intern to support key staff to ensure that the appropriate resources are being leveraged for optimal aggregate gains.

An external Evaluator ...will be responsible for refinement of the evaluation plan, designing and delivering the evaluation tools and assessing the results and final reporting." (e48) This will provide a stronger evaluation as an evaluator that is not part of the staff can be more objective in their assessment.

Weaknesses:

1. Timelines and milestones are included but the management plan chart did not name the persons responsible for each milestone, nor did it address how accomplishing these milestones would be done within budget.
3. Reviewer was not able to fully evaluate the extent to which the time commitments of all key staff as not all persons listed have a percentage of their time listed.

Reader's Score: 17

Selection Criteria - Quality of the Project Evaluation

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

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

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

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

Strengths:

1. The applicant provided thorough evidence of objective performance measures that are related to the intended outcomes of the project such as formative/summative assessment data, data on course registration, teacher/supervisor surveys, student attendance, student behavior and student attendance in arts activities in the community (e52-53). The applicant provided some evidence of qualitative data in terms of interviews (e52-53).
2. The applicant provided evidence that methods of evaluation will provide strong performance feedback and periodic assessment of progress toward achieving intended outcomes by outlining ongoing data collection over multiple cohorts of teachers, students and community arts organizations/partners with year to year comparisons (e52-53).
3. The proposed project is supported to a great degree by strong theory (e17).

Weaknesses:

Application provides little information about how the qualitative data will be collected and utilized in their description of the methods listed.

Reader's Score: 25

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) RPS will implement high-quality, accessible online courses by “utiliz(ing) established and emerging technologies both as instructional tools and as course content. Examples of technology in instructional practice include the use of electronic portfolios, hybrid course delivery, having participants conduct research through digital mapping, ARC/GIS and mobile devices. Integrating technology as content will include having participants acquire the knowledge and skills to allow them to create their own content such as, making a StoryMapJS, blogging, digital storytelling, sound art installations or data visualizations based on observations collected in a sketchbook.” (e57)

Weaknesses:

It is unclear what students specifically will do with the technology.

Reader's Score: 3

Status: Submitted
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