

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

Status: Submitted

Last Updated: 08/03/2023 03:49 PM

## Technical Review Coversheet

Applicant: Young Audiences of Louisiana, Inc. (S422B230048)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	20	18
<b>Need for Project</b>		
1. Need	25	25
<b>Quality of the Management Plan</b>		
1. Management Plan	25	25
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	20
<b>Sub Total</b>	100	88
<b>Priority Questions</b>		
<b>Competitive Preference Priority 1</b>		
<b>Innovative Activities for Civic Engagement</b>		
1. Civic Engagement	5	5
<b>Sub Total</b>	5	5
<b>Competitive Preference Priority 2</b>		
<b>Student Access to Resources and Opportunities</b>		
1. Promoting Equity	7	7
<b>Sub Total</b>	7	7
<b>Total</b>	112	100

# Technical Review Form

Panel #2 - AHC-NA - 2: 84.422B

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

Applicant: Young Audiences of Louisiana, Inc. (S422B230048)

## Questions

### Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:
  - (i) The extent to which the proposed project demonstrates a rationale. (10 points)
  - (ii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition. (10 points)

#### Strengths:

##### Overview:

The applicant adequately demonstrates a rationale for the HEART program as well as each HEART program component from lesson planning to digital literacy learning to dissemination. The HEART program's approach to the priority is strong in that it partners American History and civics education with the arts through arts-integrated curricula, digital literacy education, and is a comprehensive professional development model for teachers and school leaders.

##### Strengths:

- (i) The applicant provides a rationale specifically for each program component (e18-e19). These rationales appropriately often cite evidence as part of the rationale, such as effectiveness in other projects (e19). The applicant presents a logic model that connects inputs, outputs, outcomes, and impact (e45).
- (ii) The project presents an exceptional approach to the priority in that it will pair artists with instructors and a historian (in year 1) (e20-e21) to improve American history/civics education through arts-based pedagogy (e22) with particular attention to digital literacy. The applicant sets metrics for success (e22).

#### Weaknesses:

- (ii) It is unclear whether a historian or other history expert will be involved in the subsequent years of the program (e20). For a history-based project a history expert should be involved in all years of the project.

Reader's Score: 18

### 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:
  - i. The magnitude or severity of the problem to be addressed by the proposed project. (8 points)
  - ii. 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. (7 points)
  - iii. The extent to which the services to be provided by the proposed project are focused on those with greatest needs. (10 points)

**Strengths:**

## Overview:

The applicant exceptionally establishes the magnitude or severity of the problem to be addressed (low social studies achievement of students in these schools in both state and national assessments) and identified specific gaps or weaknesses and services and states how they will address them. They are at a transition point between new standards and the creation and implementation of new curricula. The services to be provided by the project are focused on those with greatest need since the participating schools have high levels of free/reduced price lunch status, and low levels of mastery on the LEAP assessments.

## Supporting Statements:

## Strengths:

(i) The applicant appropriately provides evidence for low achievement at both the national level (NAEP) and state level (LEAP) in social studies (e27-e28) as well as evidence that Louisiana's education quality is low. These are all indicators of low social studies knowledge in the area of interest and lack of state or local resources to address this issue.

(ii) The gaps identified are new curriculum standards while using old curriculum and not enough training or experience in engaging students (e28). The applicant will address these gaps by the artists in residence providing professional development on student engagement and use arts-based learning to directly address changes in standards, like focus on first person sources (e30).

(iii) Schools participating in this project have high levels of free and/or reduced price lunch, students of color, and low levels of mastery on the 6th, 7th, and 8th grade LEAP assessment (e28). In addition, the schools in this area have been hit with closures due to tropical storms in addition to closures due to COVID-19.

**Weaknesses:**

No Weaknesses Found

**Reader's Score: 25**

**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:**

- i. 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. (13 points)**
- ii. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (12 points)**

**Strengths:**

## Overview:

The applicants' management plan is exemplary in achieving the objective of the proposed project on time and within budget. The applicant established procedures for ensuring feedback and continuous improvement in the operation of the project are exceptional though both process/formative and outcome/summative assessment.

## Supporting Statements:

## Strengths:

(i) Personnel have relevant experience for the project (e37) and have worked with similar projects. Personnel have decades of experience in curriculum the arts, and project management (e57-e89), which are all relevant to the success of the project. The applicant lays out the timeline, major activities, benchmarks, and responsible parties (e41-e45). Benchmarks and activities are very closely tied together (e41-e45).

(ii) The applicant's project will contain both process/formative and outcome/summative assessment. The applicant plans to collect data through focus group, interview, and observation as well as student assessment and surveys (e46) and meet about the data to discuss it and make recommendations. This is an appropriate and repeated process through the lifecycle of the grant (e46), which provides the opportunity for continuous improvement.

**Weaknesses:**

No weakness found.

**Reader's Score: 25**

**Selection Criteria - Adequacy of Resources**

- 1. The Secretary considers the adequacy of resources for the proposed project. In determining the quality of the adequacy of resources, the Secretary considers the following factors:**
  - i. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (6 points)**
  - ii. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (8 points)**
  - iii. The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multiyear financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, LEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence. (8 points)**
  - iv. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (8 points)**

**Strengths:**

Overview:

The applicant provides adequate discussion of the resources of the lead applicant. The costs are reasonable in relation to the objectives and design. The applicant discussed that in the past school districts have been satisfied enough to continue project with their own funds. Partners are relevant and demonstrate sufficient support.

Supporting Statements:

Strengths:

- (i) The applicants' relationship with the school districts in this project is an important resource for the project.
- (ii) The costs are reasonable in relation to the objectives and design. The majority of funding is going towards personnel, and travel and supply costs are reasonable (e159-165).
- (iii) The applicant discussed that in the past school districts have been satisfied enough to continue project with their own funds and the current partners intend to use other sources of funding to continue the project, including Title 1, Title 4, and ESSER (e51-e52).
- (iv) The letters of support are sufficient to establish support (e90-e95). Partners are relevant in that they are partner schools or districts that are low performing and need assistance in social studies education.

**Weaknesses:**

- (i) The applicant provides limited discussion of the resources of the lead applicant.
- (iii) The applicant does not include a multiyear financial and operating model and plan, or demonstrated commitment from partners to continue the project after funding has ceased.

**Reader's Score: 20**

**Priority Questions**

**Competitive Preference Priority 1 - Innovative Activities for Civic Engagement**

**1. Competitive Preference Priority 1: Innovative Activities for Civic Engagement (up to 5 points)**

Under this priority, we provide funding to promote new and existing evidence-based strategies to encourage innovative civics and government learning strategies and professional development activities and programs for teachers, principals, or other school leaders, particularly such instruction, strategies, activities, and programs that benefit low income students and underserved populations. To meet this priority, a project must include one or both of the following-- a) Hands-on civic engagement activities for teachers and students; or b) Programs that educate students about the history and principles of the Constitution of the United States, including the Bill of Rights.

**Strengths:**

Overview:

The applicant provides adequate discussion of the hands-on civic engagement activities it intends to implement.

Supporting Statements:

Strengths:

The applicant makes it clear that the intervention for teachers and students will be arts-based and specifies hands-on civic engagement activities for teachers and students (e22).

**Weaknesses:**

No weakness found.

**Reader's Score: 5**

**Competitive Preference Priority 2 - Student Access to Resources and Opportunities**

**1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities (up to 7 points)**

Under this priority, and applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students—

- a) in one or more of the following educational settings: (1) Early learning programs (2) Elementary school (3) Middle school (4) High school (5) Career and technical education programs(6) Out-of-schooltime settings (7) Alternative schools and programs (8) Juvenile justice system or correctional facilities

b) That examines the sources of inequity and inadequacy and implement responses, and that may include one or both of the following:

c) Rigorous, engaging, and well-rounded (e.g., that include music and the arts) approaches to learning that are inclusive with regard to race, ethnicity, culture, language, and disability status and prepare students for college, career, and civic life, including civics programs that support students in understanding and engaging in American democratic practices (up to 3 points).

d) Establishing, expanding, or improving the engagement of underserved community members (including underserved students and families) in informing and making decisions that influence policy and practice at the school, district, or State level by elevating their voices, through their participation and their perspectives and providing them with access to opportunities for leadership (e.g., establishing partnerships between civic student government programs and parent and caregiver leadership initiatives) (up to 4 points).

**Strengths:**

Overview:

The applicant appropriately targets middle school grade level. The applicant will use a well-rounded approach utilizing artists in resident with culturally responsive teaching to be inclusive. The applicant exceptionally will include caregivers in some of the decision-making about the program.

Supporting Statements:

Strengths:

(a) The applicant targets an appropriate grade level for the grant: middle school.

(b, c) the applicant uses a well-rounded approach that includes the arts, in this History Education (through) Arts Responsive Training initiative (e10), whole child learning, and culturally responsive school environments.

(d) Caregivers of students are participants in the intervention and will be part of decision making (e26).

**Weaknesses:**

No weakness found.

**Reader's Score:** 7

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**Status:** Submitted

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Status: Submitted

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## Technical Review Coversheet

Applicant: Young Audiences of Louisiana, Inc. (S422B230048)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	20	20
<b>Need for Project</b>		
1. Need	25	25
<b>Quality of the Management Plan</b>		
1. Management Plan	25	25
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	20
<b>Sub Total</b>	100	90
<b>Priority Questions</b>		
<b>Competitive Preference Priority 1</b>		
<b>Innovative Activities for Civic Engagement</b>		
1. Civic Engagement	5	5
<b>Sub Total</b>	5	5
<b>Competitive Preference Priority 2</b>		
<b>Student Access to Resources and Opportunities</b>		
1. Promoting Equity	7	7
<b>Sub Total</b>	7	7
<b>Total</b>	112	102



# Technical Review Form

Panel #2 - AHC-NA - 2: 84.422B

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

Applicant: Young Audiences of Louisiana, Inc. (S422B230048)

## Questions

### Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:
  - (i) The extent to which the proposed project demonstrates a rationale. (10 points)
  - (ii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition. (10 points)

#### Strengths:

Overview: The applicant provides an exceptional project design.

The applicant proposes a project that demonstrates an exceptional rationale. YALA intends to include 7 underserved schools and 1,500 students. The applicant describes the history of past USDOE grants that were implemented successfully and yielded positive impact. The approach involves teaching American history, civics, and government through art integration. Each priority is clearly addressed separately and builds upon the applicant's successful art integrated professional development and student academic acceleration models (p. e15).

#### Supporting Statements:

#### Strengths:

The applicant describes exceptional approaches supported by research from previous grant awards and national level research from other sources (p. e15, 16). Examples of approaches include arts-based pedagogy and cultural anthropology. (i)

The applicant provides evidence of demonstrated effectiveness of approaches generated by their previous work and the movement of students' Social Studies performance scores over other schools in the state, according to the Louisiana Education Assessment Protocol (p. e17).

(i)

Well-developed Tables with each project component and rationale linked to goals provide clear and concise direction of the proposed project and how it can benefit participating teachers and students (p. e18-20). (i)

The purpose of the project, along with SMART Goals, clearly supports the exceptional approaches established for this competition (p. e22-23). (ii) The visual linking the goals with the identified tools, training for leaders, highly trained artists are examples on how the program comes together and is easily interpreted by participants and project administrators. This is a single document that could be shared with district leaders, local school administrators, teachers and parents to explain the proposed project and what it will bring to those participating.

#### Weaknesses:

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 20**

**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:**
  - i. **The magnitude or severity of the problem to be addressed by the proposed project. (8 points)**
  - ii. **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. (7 points)**
  - iii. **The extent to which the services to be provided by the proposed project are focused on those with greatest needs. (10 points)**

**Strengths:**

Overview: The applicant shows an exceptional need for the project.

The applicant uses multiple sources of data to substantiate the overwhelming need to be addressed by the proposed project. Gaps and weaknesses in service are clearly delineated across many dimensions including the need resulting from tornados, hurricanes, and Covid-19. The applicant includes evidence of the focus of this project on those with the greatest needs.

Supporting Statements:

**Strengths:**

Data sources used to support the severity of the problem include Us World and News Reports, 2022 NAEP scores, Louisiana Education Assessment Protocol (LEAP), and the National Assessment for Educational Progress (p, e27). These data sources are considered highly reliable in measuring student performance with fidelity. (i)

Based on supportive evidence provided, the applicant clearly explains the shift in standards and arts integration alignment which now also includes acquisition of disciplinary skills, and integration of multiple historical perspectives, along with other shifts (p. e30). (i)

The applicant is able to shed light on Mental Health issues due to stunted behavioral and social emotional development caused by the many natural atrocities, geographic inequities experienced by the participating students because of the location in which they live (p. e32, 33) (iii)

The applicant makes a strong argument that includes research to support the equity gap in access to music, visual arts, dance, and theater (p. e32). (ii)

The applicant has a strong stance for supporting students with the greatest needs and it resonates throughout this section and across the proposed project (p. e32-34). The students in this geographic area have lived in families that have experienced major disasters in recent years. Many communities in which these students live, are currently struggling to return to some since of normalcy. The applicant has incorporated their consciousness of the devastation this area has experienced and made it a central focus of how to bring an exciting and innovative teaching approach to this community. (iii)

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 25**

**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:

- i. 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. (13 points)
- ii. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (12 points)

**Strengths:**

Overview: The applicant shows an exceptional management plan for the project.

The applicant provides a clear and well-developed management plan that includes high quality staff and effective tables designed to bring clarity to the implementation of the proposed project.

Supporting Statements:

**Strengths:**

The management plan includes specific goals linked to activities and provides clarity and organization as the vision of implementing the proposed project over the life of the grant (p. e41-44). (i)

Based on the information provided in the management table, the well qualified personnel, and the evaluation plan, it is highly likely the proposed project would be on time and on budget (p. e46). (i)

The applicant provides a succinct and detailed Logic model that details a description of cause and effect between various elements and leading to outcomes (p. e45). (I)

Ensuring continuous feedback is fully addressed and aligns with goals and objectives of the proposed project (p. e45-47). The applicant intends to utilize the well-developed logic model (p. e45) as a tool to guide the process that will include feedback from teachers, teaching artists, school leaders, caregivers and parents. This broad feedback loop will enable all voices to be heard. (ii)

**Weaknesses:**

No weaknesses are noted.

**Reader's Score: 25**

**Selection Criteria - Adequacy of Resources**

1. The Secretary considers the adequacy of resources for the proposed project. In determining the quality of the adequacy of resources, the Secretary considers the following factors:
  - i. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (6 points)
  - ii. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (8 points)
  - iii. The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multiyear financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, LEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence. (8 points)
  - iv. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (8 points)

**Strengths:**

Overview: The applicant shows an adequate need for the project.

The applicant is prepared to offer the space, equipment, supplies and other resources necessary for implementation of the proposed project. Partner Schools and the Louisiana Department of Education are committed to the collaboration which can be leveraged to acquire additional art funding (p. e50).

Supporting Statements:

**Strengths:**

The applicant describes the support from schools and their commitment is included in Appendix D of the application (p. e50). Partner school commitment is critical to the success of the proposed project because many of the activities will also occur on the school site. (iv) This level of commitment from the partner schools will contribute to integrating the work of the grant into the school and school community. Hosting activities on the school campus will also avail them to other teachers, school staff, and caregivers.

The applicant describes sustainability efforts which include partner schools and the Louisiana Department of Education (p. e51-52). Both Parish schools will consider including the project into their strategic plan in order to receive funding from federal or state organizations. Redirection of funds will work toward sustainability and is a beginning step (iii)

**Weaknesses:**

Weaknesses:

The applicant provides a limited discussion of sustainability, depending on the partner schools and the DOE to contribute to the ongoing activities beyond the life of the grant (p. e51-52). Funding such as Title I and state allotments are not always available depending on other priorities in the districts. (iii)

There is a lack of information provided to address the extent to which the budget is adequate for the program design, objective, and significance of the proposed project (p. e50-52). The applicant intends to bring on Louisiana Historians in Year I but there is no indication of continuation for Year 2 and 3 (p.e43). (ii)

**Reader's Score: 20**

**Priority Questions**

## Competitive Preference Priority 1 - Innovative Activities for Civic Engagement

### 1. Competitive Preference Priority 1: Innovative Activities for Civic Engagement (up to 5 points)

Under this priority, we provide funding to promote new and existing evidence-based strategies to encourage innovative civics and government learning strategies and professional development activities and programs for teachers, principals, or other school leaders, particularly such instruction, strategies, activities, and programs that benefit low income students and underserved populations. To meet this priority, a project must include one or both of the following-- a) Hands-on civic engagement activities for teachers and students; or b) Programs that educate students about the history and principles of the Constitution of the United States, including the Bill of Rights.

#### Strengths:

Overview: The applicant shows an exceptional CPP1 for the project.

The applicant addresses use of existing evidence-based strategies supported by both the applicant's prior work, along with national level data. Use of arts based pedagogy is one of the key components of the program design and inclusive of hands-on civic engagement activities for students and teachers.

#### Supporting Statements:

#### Strengths:

The applicant provides existing evidence-based practices from previous grants that will be impactful and includes evidenced-based strategies to encourage innovative activities (p. e15). (a)

Innovative Arts Integrated School Model with evidence-based strategies- two cycles and based of the previous work conducted by the applicant is central to this proposed project (p.e15). (b)

The applicant will use the same successful model used with the previous grant to ensure American History, Civics, Government and Geography will be addressed through the same successful strategies used in prior work (p. e17) (b)

#### Weaknesses:

No weaknesses noted.

**Reader's Score: 5**

## Competitive Preference Priority 2 - Student Access to Resources and Opportunities

### 1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities (up to 7 points)

Under this priority, and applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students—

a) in one or more of the following educational settings: (1) Early learning programs (2) Elementary school (3) Middle school (4) High school (5) Career and technical education programs(6) Out-of-schooltime settings (7) Alternative schools and programs (8) Juvenile justice system or correctional facilities

b) That examines the sources of inequity and inadequacy and implement responses, and that

may include one or both of the following:

c) Rigorous, engaging, and well-rounded (e.g., that include music and the arts) approaches to learning that are inclusive with regard to race, ethnicity, culture, language, and disability status and prepare students for college, career, and civic life, including civics programs that support students in understanding and engaging in American democratic practices (up to 3 points).

d) Establishing, expanding, or improving the engagement of underserved community members (including underserved students and families) in informing and making decisions that influence policy and practice at the school, district, or State level by elevating their voices, through their participation and their perspectives and providing them with access to opportunities for leadership (e.g., establishing partnerships between civic student government programs and parent and caregiver leadership initiatives) (up to 4 points).

**Strengths:**

Overview: The applicant shows an exceptional CPP2 for the project.

The applicant will work on expanding existing strategies to other school communities while maintain equity as a priority in meeting the needs of students from underserved communities (e15-16). Sources of equity are clearly examined and geographical inequities are specifically addressed.

Specifically, underserved students' knowledge to make informed decisions e16

Supporting Statements:

Strengths:

The applicant will use results from two grant cycles to build on and continue to refine and ensure that activities are rigorous and engaging (p.e15) (c)

The applicant intends to make materials available locally and nationally for widespread impact possibilities (p. e16). (d)

The applicant will use cultural anthropology as one lens to engage students in making art a way to express cultural norms and perspectives (p.e16). (c, d) Cultural anthropology is a great way for students to examine inequities through engaging activities.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 7

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**Status:** Submitted  
**Last Updated:** 08/04/2023 07:10 PM

Status: Submitted

Last Updated: 08/03/2023 03:53 PM

## Technical Review Coversheet

Applicant: Young Audiences of Louisiana, Inc. (S422B230048)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	20	20
<b>Need for Project</b>		
1. Need	25	25
<b>Quality of the Management Plan</b>		
1. Management Plan	25	25
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	27
<b>Sub Total</b>	100	97
<b>Priority Questions</b>		
<b>Competitive Preference Priority 1</b>		
<b>Innovative Activities for Civic Engagement</b>		
1. Civic Engagement	5	5
<b>Sub Total</b>	5	5
<b>Competitive Preference Priority 2</b>		
<b>Student Access to Resources and Opportunities</b>		
1. Promoting Equity	7	7
<b>Sub Total</b>	7	7
<b>Total</b>	112	109

# Technical Review Form

Panel #2 - AHC-NA - 2: 84.422B

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

Applicant: Young Audiences of Louisiana, Inc. (S422B230048)

## Questions

### Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

- (i) The extent to which the proposed project demonstrates a rationale. (10 points)
- (ii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition. (10 points)

#### Strengths:

##### Overview:

The applicant presents an exceptional project design. The applicant notes previous projects that infused arts education into subjects, and the applicant will expand this approach to history and civics education.

##### Strengths:

- (i) On page e15, the applicant presents an exceptional project design. The applicant will build upon successful relationships with Jefferson Public Schools, NOLA Public Schools, and Assumption Public Schools. This project will also build upon successful arts-integrated professional development and student academic models. The rationale focuses on infusing arts-based pedagogy with history. Teachers can use cultural anthropology to show how different societies lived (Burstein and Knotts, 2010) page e16. Additional rationales are detailed in the table on page e18 which describes components of the project such as lesson planning, student learning tools, teacher tools, and how the project will support staff at the schools. For lesson planning, the applicant notes a rationale from the evaluation of a previous project Comprehensive Arts Integrated School Model (CAISM) which found that students in high-needs schools' benefit from arts being infused within school curricula. These comprehensive rationales for the project will be impactful for the project because the evidence notes that including arts in the project, design is impactful for underserved students.
- (ii) The applicant describes the exceptional approach for the project. On page e20, the applicant notes that the project will focus on middle school students and the project will be grounded in student connectivity, classroom teacher support, inclusion of school leaders, and participant feedback for continuous improvement. The model includes summer institutes and co-teaching artist residencies. Other exceptional pieces of the project include the Louisiana historians that will conduct 90-minute virtual training sessions (page e20). These approaches are exceptional because they will help the teachers to have a deeper understanding of historical events that are noteworthy for the students. The students will be impacted because they can deepen their connection while engaging in fun activities.

#### Weaknesses:

- (i) No weaknesses noted.
- (ii) No weaknesses noted.

Reader's Score: 20



## 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:
  - i. The magnitude or severity of the problem to be addressed by the proposed project. (8 points)
  - ii. 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. (7 points)
  - iii. The extent to which the services to be provided by the proposed project are focused on those with greatest needs. (10 points)

### Strengths:

#### Overview:

The applicant presents an exceptional approach to the problem. For instance, the applicant notes how middle school students and teachers need support for history programs. The applicant proposes to address the low testing scores and address the gaps in learning for students who are English Language Learners and Special Education students by providing arts integration into lessons. The teachers will also receive professional development focusing on these lessons. (pp. e32-35).

#### Strengths:

- (i) The applicant describes the magnitude of the problem and how the proposed project will assist with addressing it. On page e27, the applicant details data from the U.S. News and World Report which ranks Louisiana as 46th among the states in education. Other data is described such as the 2022 National Assessment for Educational Progress noting the decline of scores for students in 8th grade American History. The proposed project plans to help increase outcomes for these students by helping teachers with professional development and engaging students in curriculum that challenges them (page 14). These methods will be impactful because students need specific supports that engage them in history and civic education.
- (ii) The applicant describes the specific gaps or weaknesses that the project will address. For instance, these teachers stated that the state made changes to the core curriculum such as broadening the knowledge of students in U.S. and world history but did not offer any substantial support (page e28). The project will provide teachers with rigorous professional development to remedy this need. More specifically, (on page e29), the applicant notes that the state has new standards requiring grade 6 to understand the constitution and Bill of Rights. With a holistic strategy for the problem, the applicant will increase the testing scores of middle school students.
- (iii) The applicant describes how the project will serve those with the greatest needs. For instance, on page e32, the applicant notes that the differentiated learning model has proven effective in addressing the needs of current special education and English Language learners because it allows the students to learn at their own pace focusing on their unique needs. The applicant will utilize this model, providing professional development for teachers that focuses on multi-lingual teaching artists and collaboration with special education teachers for the most impactful lessons for these special education students. Through this comprehensive approach, the applicant will impact student testing scores because they will build on resources from other successful projects.

### Weaknesses:

- (i) No weaknesses noted.
- (ii) No weaknesses noted.
- (iii) No weaknesses noted.

**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:**

- i. 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. (13 points)**
- ii. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (12 points)**

**Strengths:**

Overview:

The applicant presents an exceptional plan on how the project will achieve its objectives on time and within budget. On pages e41-e44, the table lists the major activities, benchmarks, timelines, and responsible parties. Other helpful guidelines are noted for ensuring continuous feedback such as monthly meetings and communication between the project director and key project personnel.

Strengths:

- (i) On page e37, the applicant details the management plan for the proposed project. The project director will devote 33% of her time to the project and will oversee the implementation, development, and dissemination of all project activities. The associate project director will devote 38% of her time to the project and will manage the project team and the budget. Other personnel are noted such as the finance and reporting director with 29% of her time dedicated to the project and will coordinate grant reporting and evaluation. More specifically, the table on page e41 notes the major activities, benchmarks, timeline, and responsible parties. For instance, the first major activity will be the coordination and signature of the work plan and MOUs (Memorandum of Understanding). This will occur in 2023 and be coordinated by the executive director. These comprehensive details will help the applicant with carrying out the project objectives and keep everyone on track with their tasks.
- (ii) On page e40, the applicant describes the methods for continuous feedback. Communication, coordination, and quality control are described by the applicant. The project director and others will conduct monthly meetings reporting issues for the project. Also, frequent and regular feedback will occur via telephone and email. Moreover, the project director will implement quality control measures such as monitoring activities and reviewing product materials. These comprehensive methods of ensuring feedback will ensure that the project meets its objectives.

**Weaknesses:**

- (i) No weaknesses noted.
- (ii) No weaknesses noted.

**Selection Criteria - Adequacy of Resources**

**1. The Secretary considers the adequacy of resources for the proposed project. In determining the quality of the adequacy of resources, the Secretary considers the following factors:**

- i. **The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (6 points)**
- ii. **The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (8 points)**
- iii. **The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multiyear financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, LEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence. (8 points)**
- iv. **The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (8 points)**

**Strengths:**

Overview:

The applicant presents an adequate list of resources. The applicant details the partner schools' facilities but does not describe the project's equipment, supplies, and other resources. The applicant does detail the reasonable costs for the project objectives and provides resources to extend the project after federal funding ends.

Strengths:

- (i) The applicant notes the facilities, equipment, supplies, and other resources for the project. On page e50, the applicant states that all partner schools have agreed to classroom teachers and artists having classroom space and meeting areas for reflection and planning. These resources are integral to the project objectives.
- (ii) The applicant describes costs that are reasonable for the project. For instance, on page e51, the applicant notes that the budget will be monitored through a detailed workplan and review of performance against those plans. The applicant notes that they use Quickbooks and will enter contracts with each partner that describes the timelines, deliverables, and expectations for the project. On page e159, the budget narrative details other annual reasonable costs such as total personnel at \$325,000 and travel to national conferences at \$13,740. These costs and plans will ensure that the applicant implements an impactful project.
- (iii) The applicant notes the resources to operate the project after the grant period ends. On page e51, the applicant states that partner schools have agreed to use Title I, Title 4, and ESSER funds to extend the project after the funding ends. The applicant notes that the project's mission is supported by all three partnering school districts. Through this plan, the project will continue after federal funding ends.
- (iv) The applicant includes letters of commitment from each partner school district (page e90. For instance, Young Audiences Charter Schools states that their school district will provide teachers with time off so they can attend professional development. On page e92, Assumption Parish Schools will provide teachers with time to attend professional development and time in the classroom to implement what they learned. Through these demonstrated letters of commitment, the applicant will have the support necessary to carry out the project objectives.

**Weaknesses:**

- (i) While the applicant describes the facilities available from the partner schools, the applicant fails to describe the equipment, supplies, and other resources available for the project. The applicant could have listed this information for the project to use which could have strengthened the application.
- (ii) No weaknesses noted.
- (iii) No weaknesses noted.
- (iv) No weaknesses noted.

**Reader's Score: 27**

## Priority Questions

### Competitive Preference Priority 1 - Innovative Activities for Civic Engagement

#### 1. Competitive Preference Priority 1: Innovative Activities for Civic Engagement (up to 5 points)

Under this priority, we provide funding to promote new and existing evidence-based strategies to encourage innovative civics and government learning strategies and professional development activities and programs for teachers, principals, or other school leaders, particularly such instruction, strategies, activities, and programs that benefit low income students and underserved populations. To meet this priority, a project must include one or both of the following-- a) Hands-on civic engagement activities for teachers and students; or b) Programs that educate students about the history and principles of the Constitution of the United States, including the Bill of Rights.

#### Strengths:

Overview: The applicant presents an exceptional approach to the competitive preference priority. The applicant will engage the middle school students in hands-on activities that are created by classroom teachers and teacher artists which are designed to encourage decision-making and increase understanding of digital literacy.

#### Strengths:

On page e20, the applicant details the approach for educating middle school students with hands-on civic engagement activities. For instance, the applicant will provide arts-based resources to engage students in American History, Civics, and Geography (page e22). This approach focuses on the whole child and encourages them to make decisions on their own. Other hands-on activities will focus on teachers and teacher artists creating a curriculum that focuses on student growth in social studies based on the Louisiana Standards for core content. Through these comprehensive methods and evidence-based strategies, the students' learning will improve

#### Weaknesses:

No weaknesses noted.

Reader's Score: 5

### Competitive Preference Priority 2 - Student Access to Resources and Opportunities

#### 1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities (up to 7 points)

Under this priority, and applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students—

a) in one or more of the following educational settings: (1) Early learning programs (2) Elementary school (3) Middle school (4) High school (5) Career and technical education programs (6) Out-of-schooltime settings (7) Alternative schools and programs (8) Juvenile justice system or correctional facilities

b) That examines the sources of inequity and inadequacy and implement responses, and that may include one or both of the following:

c) Rigorous, engaging, and well-rounded (e.g., that include music and the arts) approaches to learning that are inclusive with regard to race, ethnicity, culture, language, and disability status and prepare students for college, career, and civic life, including civics programs that

support students in understanding and engaging in American democratic practices (up to 3 points).

d) Establishing, expanding, or improving the engagement of underserved community members (including underserved students and families) in informing and making decisions that influence policy and practice at the school, district, or State level by elevating their voices, through their participation and their perspectives and providing them with access to opportunities for leadership (e.g., establishing partnerships between civic student government programs and parent and caregiver leadership initiatives) (up to 4 points).

**Strengths:**

Overview: The applicant presents an exceptional approach to this priority. For instance, the applicant will work with middle school students and provide teachers with an arts-infused pedagogical approach to teaching American History and Civics. Furthermore, the applicant will include community members in the feedback model.

**Strengths:**

The applicant demonstrates how they will promote equity in student access to educational resources and opportunities (p. e22-27). The project focuses on improving outcomes for middle school students in American History and Geography. The project will include school leaders and is rigorous with the application of the arts-Integrated pedagogy. Through this pedagogy, students will receive instruction helping them to make connections with the real world. Lastly, participant feedback and decision-making will include a program participant committee (page e26). Through this committee, the applicant will glean feedback from community members who are caregivers, school leaders, and classroom teachers. This extensive method ensures that equity in student access will occur for this project because community members will have feedback on the project, and students will be engaged through the instructional methods.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 7

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