

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

Status: Submitted

Last Updated: 04/29/2010 08:20 PM

Technical Review Coversheet

Applicant: Chicago Arts Partnerships in Education (U351D100118)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	15
Significance		
1. Significance	10	10
Quality of Project Design		
1. Project Design	25	13
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	20	15
Sub Total	100	81
Total	100	81

Technical Review Form

Panel #2 - Panel - 2: 84.351D

Reader #1: *****

Applicant: Chicago Arts Partnerships in Education (U351D100118)

Questions

Selection Criteria - Need for Project

1. Your comments and scores should address the following criteria:
 - (a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.
 - (b) 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.

General:

Strengths

Over 50% of the targeted schools did not make AYP. Additionally, high levels of ESL students and over 70% of high school students and over 30% of elementary students are performing below grade level. Furthermore, students are failing more in the areas of Math and verbal skills. The gaps and weaknesses include limited arts programs, lack of partners as related to art, lack of data related to literacy achievement and no means of assessing student progress and arts programs. The applicant will address the gaps and needs by providing professional develop to support teachers and by creating portfolios of art and literacy that will provide data to support the learning and teaching process.

Weaknesses

None noted.

Reader's Score: 15

Selection Criteria - Significance

1. Your comments and scores should address the following criteria:
 - (1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

General:

Strengths

The applicant will create portfolios that will support the targeted schools and throughout the school district. The project will support integrated arts programming and provide professional development for teachers and will be disseminated through various media.

Weaknesses

None noted.

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. Your comments and scores should address the following criteria:

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
- (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

General:

Strengths

There is evidence that the applicant used up-to-date research that will support professional development for arts integrated programming. The project will create portfolios that will improve student instruction and teaching. The goals and objectives are defined and appropriate for the activities to be provided. The project will increase teacher capacity and will extend beyond federal financial assistance.

Weaknesses

The applicant does not clearly define how the project will support rigorous academic standards for students. Furthermore, there is no discussion of how the project will support student capacity building.

Reader's Score: 13

Selection Criteria - Quality of Project Personnel

1. Your comments and scores should address the following criterion:
 - (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.
 - (2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.

General:

Strengths

The applicant provides adequate information to identify the key personnel and qualifications. The information presented indicates that staff are qualified to work with the project.

Weaknesses

Although, the applicant indicates that there is a policy in place to hire underrepresented population groups as applicants, the plan is not described.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

1. Your comments and scores should address the following criteria:

- (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 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.

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

General:

Strengths

The personnel associated with the project have been identified. More specifically, roles and responsibilities are defined and management of the project director will be overseen by the project director. Furthermore, the applicant provides ample information regarding the educational staff responsible for creating the educational curriculum for the project.

Weaknesses

None noted.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. Your comments and scores should address the following criteria:

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

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

General:

Strengths

The applicant will hire an independent evaluator to evaluate the project. An evaluation team will work with the evaluator. The project will be evaluated through random sampling of students and data collection utilizes baseline data and benchmarks to evaluate student/teacher progress.

Weaknesses

The applicant does not define how the project will provide continuous data to track student and teacher progress throughout the program. Furthermore, there is no indication that the applicant will use any baseline data to track program progress.

Reader's Score: 15

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Technical Review Coversheet

Applicant: Chicago Arts Partnerships in Education (U351D100118)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	15
Significance		
1. Significance	10	10
Quality of Project Design		
1. Project Design	25	12
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	20	15
Sub Total	100	80
Total	100	80

Technical Review Form

Panel #2 - Panel - 2: 84.351D

Reader #2: *****

Applicant: Chicago Arts Partnerships in Education (U351D100118)

Questions

Selection Criteria - Need for Project

1. Your comments and scores should address the following criteria:

(a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

(b) 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.

General:

Strengths

1a

The applicant clearly demonstrates need for the project (pages 2-4). Several variables are cited to demonstrate need, including schools not achieving Adequately Yearly Progress (AYP), high levels of student mobility, high levels of English language learners, and significant teacher turnover rates in high poverty schools. Need for project services are also demonstrated by the educational risk data described. Data shows that 71% of the high school students and 30.2% of the elementary student do not meet academic standards, and 69.4% of the schools are not making AYP. Other areas supporting need include the narrow emphasis on the development of students' verbal and mathematical skills due to high stakes standardized testing, and the fact that arts programming does not reach every school, classroom, or student across the district (page 3).

1b

Clearly defined gaps and weaknesses in services, infrastructure, and opportunities are described for the project (pages 3-6). Some weaknesses include lack of arts educators in schools, limited access to arts programs at non-selective enrollment schools, the lack of collaboration among external arts partners, schools, and the district. Identified gaps include the absence of a system to collect longitudinal student data on arts learning, specifically in terms of impact on literacy achievement, the lack of structures to assess and analyze, regularly and reliably, student work in visual arts and music, and the lack of data on arts learning that can be used by school and district leaders to make improvements (page 5). The applicant clearly outlines adequate services to address each identified weakness and gap. Some services will include professional development opportunities, fostering deep partnerships among artists and arts organizations and the creation of portfolios of art and literacy to provide summative data on the impact of arts integration on students' arts and literacy learning and teacher practices.

Weaknesses

1a

No weaknesses noted.

1b

No weaknesses noted.

Reader's Score: 15

Selection Criteria - Significance

1. Your comments and scores should address the following criteria:

(1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

General:

Strengths

2a

The applicant clearly demonstrates the importance or magnitude of the project, including the development of a rigorous portfolio process across a network of schools that will provide data, and serve as a framework for making meaningful connections between arts learning and literacy (pages 6-12).

The applicant clearly demonstrates utility of a product resulting from the project (pages 13-14). All products and information resulting from the project will be designed for application in other settings. Some products will include examples of multi-year project portfolios, frameworks and guidelines for the project model, resources and content for professional development activities, and best practice portfolio. Products will be disseminated through a project website, the District's dissemination network, and through journal publications (page 14).

Weaknesses

2a

No weaknesses noted.

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. Your comments and scores should address the following criteria:

(1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

(2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

(3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

General:

Strengths

3a

The project design is clearly supported by up-to-date research (pages 15-17). Research is described to support professional development for arts integration, the ability of the arts to enhance teacher satisfaction, leveraging capacities of external partnerships, and the use of online portfolios to improve instruction and student learning, all of which are reflected in the project design.

3b

The applicant provides a detailed description of how the project is a comprehensive effort to improve teaching and learning (pages 17- 26). The project will improve teaching and learning through clearly specified goals and objectives that will address improved arts integrated instructional practices, improved student achievement in literacy, and strategic planning and support for the arts. The sequence of the project design is clearly described.

3c

The applicant provides information on how the project will build capacity and yield results that will extend beyond Federal assistance (page 27). The project will build capacity in teachers, the Fine and Performing Arts Magnet Cluster Program schools, and partner teaching artists. They will gain in portfolio practice, arts integration and analyzing individual and collective student learning will be disseminated.

Weaknesses

3a

No weaknesses noted.

3b

The applicant fails to demonstrate that the project is a part of other comprehensive efforts to improve teaching and learning. District and community improvement initiatives are not described.

3c

The applicant fails to provide a demonstration of how the project will build student capacity to achieve.

Reader's Score: 12

Selection Criteria - Quality of Project Personnel

- 1. Your comments and scores should address the following criterion:(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. (2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.**

General:

Strengths

4a

The applicant discusses general strategies to ensure equal access in employment (page 27). .

4b

The applicant provides a clear description of key project staff assigned to the project (pages 28-31). Incumbents identified to co-direct the project are highly qualified and experienced as evidenced by the description provided and the resumes provided in the Appendix. A fulltime project manager will be hired to work on the project. Minimum qualifications outlined for this position are adequate in terms of the responsibilities outlined for the position (page 29). Other key personnel identified for the evaluation team, and the professional development team are also qualified and experienced to work on the project.

Weaknesses

4a

The applicant does not elaborate on some of the strategies it will use to ensure access (i.e. the standardized interview process, unrestricted application process).

4b

No weaknesses noted.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

1. Your comments and scores should address the following criteria:

(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 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.

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

General:

Strengths

5a

The applicant provides a clearly defined management plan that contains project activities and objectives, major project tasks, milestones/benchmarks for accomplishing tasks, a timeline, and person(s) responsible (page 32). The plan outlined is sufficient to guide the implementation and operation of the plan.

5b

Time commitments for key project staff are clearly defined and are sufficient to ensure proper management of the project (pages 36). The project manager hired to work on the project will devoted 100% of his time performing clearly specified duties.

Weaknesses

5a

No weaknesses noted.

5b

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. Your comments and scores should address the following criteria:

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

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

General:

Strengths

6a

The applicant outlines a comprehensive and detailed evaluation that is adequate to measure the project (pages 38-46). An evaluation team will conduct the evaluation for the project. The applicant provides a plan that shows alignment of the project's goals and objectives, data collection strategies, with annual performance benchmarks. The plan is sufficient to measure project implementation and impact.

6b

Procedures and methods of evaluation are adequate to ensure feedback on performance (page 47). The evaluation effort will provide formative feedback on the progress of the initiative. The proposed model is a process of providing ongoing feedback to participants on their growth and development throughout the project, which will be accomplished through ongoing professional development.

Weaknesses

6a

The applicant does not elaborate on how annual reports from evaluators will provide periodic data on student progress in the arts and literacy, and on teacher development. Periodic assessment yielding data on the project usually occur during the project year instead of annually (page 47).

6b

No weaknesses noted.

Reader's Score: 15

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Status: Submitted

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Technical Review Coversheet

Applicant: Chicago Arts Partnerships in Education (U351D100118)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	15
Significance		
1. Significance	10	10
Quality of Project Design		
1. Project Design	25	14
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Sub Total	100	87
Total	100	87

Technical Review Form

Panel #2 - Panel - 2: 84.351D

Reader #3: *****

Applicant: Chicago Arts Partnerships in Education (U351D100118)

Questions

Selection Criteria - Need for Project

1. Your comments and scores should address the following criteria:

(a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

(b) 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.

General:

Strengths

Data related to Illinois Learning Standards demonstrates lack of academic progress by low income and at risk students (p2). Arts disparity is most evident at low performing schools since the focus has been on academics (p3). The Portfolio Design Project (PDP) is designed to address three gaps focusing on establishing a long term student data collection system, structure for student work assessment, and useful arts learning data (p5).

Weaknesses

None are noted.

Reader's Score: 15

Selection Criteria - Significance

1. Your comments and scores should address the following criteria:

(1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

General:

Strengths

Development of a rigorous portfolio process will lead to a framework for meaningful connections between arts learning and literacy (p6). New contributions to educating the whole child by scaffolding arts communities, educational portfolios, research, and professional development will be significant (p8-11). Use of a project website for multi-year portfolios will be a product to be replicated (p13-14) along with the publication of PDP model framework and guidelines.

Weaknesses

No weaknesses are noted.

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. Your comments and scores should address the following criteria:

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
- (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

General:

Strengths

With a history of collaborative research between CAPE and CPS, there is historical support that provides a theoretical basis for the PDP project (p15-17). Cited studies include research on: professional development, arts enhancement of teacher satisfaction, external partnerships, and online portfolios (p 15-16). Three goals and outcomes are organized around this research (p17-18) and will result in four phases (p19-26).

Weaknesses

There is inadequate explanation of the academic rigor expected from this project (24). Specific continuation plans for funding would enhance this section (p27). Students and academic learning need more comment.

Reader's Score: 14

Selection Criteria - Quality of Project Personnel

1. Your comments and scores should address the following criterion:
 - (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.
 - (2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.

General:

Strengths

All project staff are qualified to lead and implement this project. All key personnel have broad experiences within the arts and education (Resumes, p27-31). Diversity of staff while employing highly skilled employees is CPS commitment (p27).

Weaknesses

None are noted.

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

1. Your comments and scores should address the following criteria:

- (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 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.
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

General:

Strengths

A clear work plan outlines goals, objectives, tasks, benchmarks, timelines, and responsible project personnel (p32-35) who will have adequate time for completion. Most impressive is the communication and involvement of school principals with this project (p34-35) which demonstrates understanding of real world school culture.

Weaknesses

None are noted.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. Your comments and scores should address the following criteria:

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

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

General:

Strengths

The evaluation presentation is aligned by goals, objectives, data collection strategies, and annual performance benchmarks (p38-46). This should result in timely feedback to CPS employees, the arts partners, and other researchers (p47). Since this is also a research project, the findings would further the support of integrated art portfolio and academics.

Weaknesses

Specific academic benchmarks are needed.

Reader's Score: 18

Status: Submitted

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