

**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: Columbia College Chicago -- Center for Community Arts Partnerships, Office of Academic Research (U351D100035)

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	23
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	20
Sub Total	100	96
Total	100	96

Technical Review Form

Panel #2 - Panel - 2: 84.351D

Reader #1: *****

Applicant: Columbia College Chicago -- Center for Community Arts Partnerships, Office of Academic Research (U351D100035)

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- The applicant identifies four public schools who serve 87 or more of low-income students. Furthermore, the project will serve 22 classroom teachers, 10 art/math/technology specialist and 16 teaching/artists and assistance. (pg. 2) The applicant identifies the targeted population and schools through factors that include low income status, low academic performance rate, limited English proficiency, lack of student engagement and technology skills. (pgs. 1-2) There is clear evidence presented to indicate that there are significant gaps and weaknesses that include: lack of training in Arts education, lack of systems for connecting community art resources, no positive role models or mentors and the lack of student assessment in the Arts. (pgs.6-9)

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 present extensive evidence that the products produced will have the capability of being utilized effectively in a variety of settings. Program templates will support the replication of the project to be utilized in an educational setting. Furthermore, program documentation via video, audio and journals by students will also be created. Student work will be showcased at the targeted schools and the projects outcomes will be documented in the program evaluation. (pgs. 8-9)

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-The use of steering committees and learning communities in each school will consist of stakeholders who will support the project through a variety of services that will include planning and monitoring of services. The professional development for teachers is sufficient as related to the activities that will support program activities and integrated connect arts and technology studies. Teachers and artists will co-teach 90 minutes weekly for 10-14 weeks and a common curriculum framework will be used as a template for planning curriculum units and the curriculum will be aligned with state and national standards. Furthermore, there is clear evidence that there will be capacity building amongst partners as related to replication of the project. (pgs. 11-25)

Weakness-The applicant does not clearly define how the program will be sustained when federal funds are no longer available. (pgs. 11-25)

Reader's Score: 23

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 defines the time commitment of the key personnel and also identifies key personnel educational attainment and work qualifications that will adequately support the project. Some qualifications include: experience in arts education, arts administration and teaching. (pgs. 25-27)

Weaknesses-While, the applicant states that there are methods to encourage applicants for employment of under represented populations, however none of the methods are identified. (pgs. 25-27)

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 applicant presents a logical timeline and milestones for the project that are aligned with the program goals and objectives. The project director will devote 100% of time to the project and roles and responsibilities are defined. The project director will carry out the day-to-day operations and will be responsible for the delivery of services and program planning. The evaluator will provide assessments of data, suggest program modifications and program outcomes. Additionally, feedback will be generated on a quarterly basis through focus groups, interviews and surveys. (pgs. 27-33)

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 presents an adequate plan of evaluation for the project that includes benchmarks and milestones. Student data will be collected to provide formative feedback to all stakeholders and both quantitative and qualitative evaluation methods will be used to track program goals. The external evaluator will work with the project management team to develop evaluation methods and tools. The use of pre/post test and surveys, online formative assessments attendance/schools records are some tools that will be utilized to support the project. (pgs. 35-38)

The method of providing consistent feedback to stakeholders is clearly defined and aligned with program performance measures. Quarterly, reports will be disseminated and reflection of practices, mentoring of project staff will be shared and continual assessment of teachers and students will be ongoing. (pgs. 38-44)

Weaknesses-None noted.

Reader's Score: 20

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

Status: Submitted

Last Updated: 04/27/2010 03:19 PM

Technical Review Coversheet

Applicant: Columbia College Chicago -- Center for Community Arts Partnerships, Office of Academic Research (U351D100035)

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	22
Quality of Project Personnel		
1. Project Personnel	10	7
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	94
Total	100	94

Technical Review Form

Panel #2 - Panel - 2: 84.351D

Reader #2: *****

Applicant: Columbia College Chicago -- Center for Community Arts Partnerships, Office of Academic Research (U351D100035)

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. Students in four project schools are at high risk for educational failure based upon demographic factors and current achievement, including low-income status' low student academic performance; limited English proficiency; lack of student engagement; and lack of technology skills. Demographic data and educational risk data are provided for students at each of the project schools to support need.

1b

Clearly defined gaps and weaknesses in services, infrastructure, and opportunities are described for the project (pages 6-8). Identified gaps and weaknesses include a lack of training in the arts, lack of systems for connecting to community arts resources, lack of positive role models and mentors, and lack of student assessment in the arts. Clearly defined project services will appropriately address each identified gaps and weakness.

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 utility of a product resulting from the project (page 8). Products documenting teaching processes and student learning will be created for use by educators in other settings. Products specifically described include program templates that support partnership infrastructures and processes; a handbook of curriculum units; program documentation, and a project evaluation report. Elements will be disseminated via a website, through professional development, publications, conferences and presentations (pages 9-11).

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 (page 11-14). The project's collaborative approach is based upon evidence that people working in groups stimulate greater innovative thought (page 11). Strategies for professional development are based upon research surrounding the use and benefits of professional learning communities. A variety of other research is provided including research-based approaches to learning 21st century skills through technology (page 13).

3b

The applicant provides a detailed description of how the project itself, is a comprehensive effort to improve teaching and learning (pages 25-26). The proposed project is inquiry-based, aligned with rigorous state academic standards, has a multi-faceted professional development design, and has a Steering Committee that will help ensure a sustainable partnership infrastructure.

3c

The applicant provides information on how the project will build capacity and yield results that will extend beyond Federal assistance (pages 23-25). Schools will build capacity as classroom teachers and specialists develop professional skills to integrate the arts into classrooms; and through the establishment of sustainable operational units (i.e., Steering Committee; Professional Learning Community) which can be utilized beyond the life of the project. Capacity will also be built through the partnerships established by the project (page 24).

Weaknesses

3a

No weaknesses noted.

3b

The applicant does not demonstrate that the project is a part of other efforts to improve teaching and learning.

3c

No weaknesses noted.

Reader's Score: 22

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

No strengths noted.

4b

Key project staff including a TEAM Project Director, Director of School Partnerships, Director of Community Partnerships, Project AIM Director, and external evaluators, have been identified for the project (pages 25- 27, Appendix). Individuals identified for the positions are qualified and experienced in the arts and arts instruction.

Weaknesses

4a

The applicant does not provide a description of how it will encourage applications for employment from persons who are members of groups that have traditionally underrepresented. For example, procedures for advertisement of positions are not described.

4b

No weaknesses noted.

Reader's Score: 7

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:

5a

The applicant provides a management plan that contains clearly aligned project goals and objectives, aligned timelines, person(s) responsible, and milestones to help guide accomplishment of tasks (pages 28-31). The overall management of the project will be undertaken by a Project Team comprised of the Principal Investigator/CCAP Executive Director, Director of School Partnerships, the Project Director, Project Advisors and key staff from other offices of the applicant organization (page 27).

5b

Time commitments for key project staff is clearly defined and adequate to ensure pro (page 31). The project director will commit 100% of his time the project.

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 an adequate evaluation to measure the project (pages 35-37, Competitive Preference Priority description). An independent evaluator will work with project staff to conduct an evaluation that employs a quasi-experimental design with a treatment and comparison group. The evaluation will describe processes, strategies, and contexts and environments that support integrated arts and academic learning; and document impact of arts learning. Quantitative and qualitative measures are clearly described to assess the extent to which project objectives will be met. Additionally, data analysis and data collection are appropriate for the design and performance measures are clearly related to intended outcomes (pages 37-42).

6b

Procedures and methods of evaluation are adequate to ensure feedback on performance (page 43). The formative elements of the evaluation design will provide ongoing feedback to ensure continuous improvement of learn for students and teachers. Some elements will include online formative assessments, and the use of rubrics to measure the degree of progress in achieving learning goals (page 44).

Weaknesses

6a

No weaknesses noted.

6b

No weaknesses noted.

Reader's Score: 20

Status: Submitted

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Status: Submitted

Last Updated: 04/28/2010 01:07 PM

Technical Review Coversheet

Applicant: Columbia College Chicago -- Center for Community Arts Partnerships, Office of Academic Research (U351D100035)

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	23
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	20
Sub Total	100	98
Total	100	98

Technical Review Form

Panel #2 - Panel - 2: 84.351D

Reader #3: *****

Applicant: Columbia College Chicago -- Center for Community Arts Partnerships, Office of Academic Research (U351D100035)

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

The applicant, Columbia College Chicago (CCC), targets four Chicago public schools that are part of the Technology Magnet Cluster Program which serve 87% low income students (p1-2). The project, TEAM, will directly serve 1,050 students, 22 teachers, 10 art/math/technology specialists, and 16 artists (p2). Table 1 offers a demographic overview of each of the four schools, with seven factors demonstrating need which is followed with discussion (p3-4). Lack of technology skills are specifically cited as a gap (p5-6). Four identified gaps and weaknesses are supported by research of the importance to close these.

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

A variety of products are potentially useful nationally. Program templates will encourage replication of this model (p8-9). A handbook of sample curriculum units, program documentation via video and audio, student technology products, and the evaluation report should be examined for replication (p9). Dissemination via website publishing, professional development, professional publications, conferences, and tech assistance supporting replication (p10).

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

This is a research project that reflects effective practices and actual teacher-artist-student partnerships. This project balances current arts/academic education with the need to demonstrate through rigorous research the necessity of arts integrated curriculum instruction (p11). Technology is the primary medium at these Technology Magnet Cluster schools. Media literacy is an essential skill and talent (p14). A sustainable partnership infrastructure should build the necessary capacity for continuation (p15-16).

Through tech training, the teachers will integrate national and state standards into their academic instruction (p17,20-23). Table 2 illustrates selected standards. An infusion of artists, technology professionals, and academic consultants will benefit these professional educators and their students.

Weaknesses

An explanation is needed of the intent to position this grant as seed money to leverage increased dollars for this project (p25).

Reader's Score: 23

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

Personnel for this project appear to be highly qualified with more than adequate experience with Chicago Public Schools (p25-27, Attachments). Assurances of equal employment opportunities are within the grant.

Weaknesses

No weaknesses 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 Project Management Team is identified (p27-28). Table 3 delineates three goals with the project timeline, milestones, and responsible persons (p28-31). Time commitments are adequate for each key person's project work (p31-33). Use of focus groups, interviews, and satisfaction surveys should provide adequate feedback for the students, teachers and artists (p33-34). Additionally, online formative assessments of student learning before and after each curriculum unit. Communication among the teachers, artists, and project advisors is well planned (p34).

Weaknesses

No weaknesses 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

This is an excellent evaluation plan especially since it is a research and educational services project. The methodology is appropriate to the goals, objectives, and outcomes. Feedback is carefully planned for the school based participants

Weaknesses

No weaknesses are noted.

Reader's Score: 20

Status: Submitted

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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

Status: Submitted

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

Status: Submitted

Last Updated: 04/28/2010 03:12 PM

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

Status: Submitted
Last Updated: 04/28/2010 03:12 PM

Status: Submitted

Last Updated: 04/28/2010 01:23 PM

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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