

Technical Review Cover Sheet

Panel Details

Fiscal Year 2010 **CFDA/Subprogram** 84.351D **Schedule No** 1 **Tier No.** 1

Panel Name Panel - 12

Applicant Name Philadelphia Arts in Education Partnership -- , **PR/Award No** U351D100075

Questions

	Points Possible	Points Scored
1. Selection Criteria		
Need for Project	15	9
Significance	10	7
Project Design	25	14
Project Personnel	10	7
Management Plan	20	12
Project Evaluation	20	14
TOTAL	100	63

Applicant Name Philadelphia Arts in Education Partnership -- , **PR/Award No** U351D100075

Reviewer Name

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.

Strengths

The description of the preK-12 schools in the District suggests a need for the project based on the poverty level through 74% participation in free and reduced lunch, a 79% racial minority, the 10% special education population, the 8% limited English proficiency, a high crime rate and unsafe district neighborhoods. (p. 1)

Academic descriptors include, the district being in Corrective Action II for the fifth year, 128 schools having low test scores in math and reading failing to make their AYP, several inclusion classrooms with a range of differing abilities, low daily student attendance, and elementary schools that lack art or music specialists. (p. 2,4)

Weaknesses

This proposal is for grades two to five. The broad description of district needs is not specifically applied to the possible participating elementary schools.

Question Status: Not Completed

Reviewer Score: 9

Selection Criteria - Significance

2.

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.

Strengths

The main product is a replicable arts integrated collaboration program to improve math, science and content area reading skills. (p. 22)

A variety of differential instructional teaching and learning strategies will be provided to the participating teachers, especially to enhance the learning of hard to reach students. (p. 10).

Weaknesses

Other than broad references of how the arts will be integrated into the curriculum, a clear description of what the replicable arts integrated program is and how it works is missing. (p. 9, 10)

Mentioning dissemination at annual conferences, the use of information postings on the project web site, and publications, is not enough information to determine effectiveness in this area. (p. 10)

Collaboration and common meeting and planning time among teachers that results from the professional development component are described as possibly building sustainability without explanation. (p. 14)

How such products as the catalogue of student work and end of the year conferences will be produced is not explained. (p. 16)

Question Status: Not Completed

Reviewer Score: 7

Selection Criteria - Quality of Project Design

3.

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.

Strengths

The structure of the model is dependent on teaching/learning teams in each grade comprised of the school art specialist, the classroom teacher and a master teaching artist. (p. 8)

The arts based program provides students with experiences of the interrelationships in their schoolwork to encourage critical thinking. (p. 6, 18, 21)

Grade level projects extend over eight months with 30 sessions with a residency master teaching artist to assure understanding of the art form and academic subject.

The program is organized in stages where other art disciplines are gradually added to the foundation visual arts program. The first year focuses on the visual arts and mathematics. In the second, third and fourth years, grade level teaching/learning teams may select music, dance or theatre ten session overlays to the on going visual arts residency for mathematics and science. Foundation use of the visual arts is supported by research and experiences in other unsuccessful art programs in the district. (p. 9)

Examples of the integrated lesson plans are included in the proposal that describe what the art and classroom teachers will produce in the lesson plans and use as instruction. (p. 19, 20)

Weaknesses

The Philadelphia Arts in Education Partnership has an existing ten-year relationship with the district serving over 2,200 students. Why this proposed program is needed to continue this collaboration is not explained. (p. 2)

How students will explore academics thorough the arts is not described in the design. Nor is their or the classroom teacher's interaction with the artist in residence.

The design implies that if you put all the elements mentioned in the proposal together, the research shows that something will happen in student learning and professional development. It lacks procedural descriptions, related to the targeted participants, to make it work.

The proposal sites research and program objectives that use the arts to provide students with strategies to make critical connections between concepts, facts and inquiry, and to promote multiple ways of problem solving, without specifically defining these ideas in terms of this project. (p. 5)

The arts integration interventions are confusing. Descriptions of how mathematics and science will be phased into the program during implementation are missing. How requiring students to research, read, write formal reports and journal entries will strengthen reading and writing skills is not explained. More details about the

methodology is needed. (p. 13)

Question Status: Not Completed

Reviewer Score: 14

Selection Criteria - Quality of Project Personnel

4.

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.**

Strengths

The key personnel are highly qualified and organized into a Management Team. (p. 23, resumes)

The artists will be selected from a pool of applicants selected by a rigorous three-stage process to qualify their ability to work with K-12 classrooms. (p. 8)

Weaknesses

The duties of members of the Management Team are not clearly described.

Participant duties are broadly defined so it is difficult to get a picture of what is actually being done to plan, implement and evaluate the project. (p. 13, 14) For example, art specialist leadership skills are not described except to state that this is their role in the project. (p. 15)

Question Status: Not Completed

Reviewer Score: 7

Selection Criteria - Quality of the Management Plan

5.

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.**

Strengths

Teaching/learning teams composed of classroom teachers, the school visual arts specialist, and resident master teacher combine expertise to design professional development and lesson plans.

Weaknesses

Accomplishment of the outcome objectives is listed as either improvement or enhancement. These are general indicators that do not define specific outcomes. (p. 11)

The significant monthly Peer-to-Peer meetings are required to accomplish major tasks such as the identification of project milestones, timelines and reporting to the Project Management Team, but there is no description of how they will do all this and when. How milestones will be identified and what qualitative and quantitative tools will be used to assess them is not discussed. This is not budgeted as an outside the school day activity. Other assessments are not clearly defined in purpose, execution and use of results. (p. 17)

The teaching/learning teams have many design, implementation and evaluation responsibilities in the project that are impossible to accomplish in the timeline. For example they refine a fifteen-session pilot project curricula in one month, along with teaching and evaluating classroom programs. (p. 27, 28)

Consultants are not defined, yet have multiple roles especially in Professional Development in the management plan. (p. 26-28, 31)

Question Status: Not Completed

Reviewer Score: 12

Selection Criteria - Quality of the Project Evaluation

6.

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.**

Strengths

A qualified outside evaluator is named. (p. 32)

Project benchmarks are measurable. (p. 38)

Qualitative assessments are included in the evaluation plan. (p. 38)

Weaknesses

The project teaching/learning teams will develop a variety of assessment strategies in professional development sessions, but how they will administer them and when is not described. Nor is it clear how this team will do this in addition to all the other responsibilities they have for the operation and accountability of the project. (p. 21)

The Management Team seems to be to cover everything needed by the project, and is indistinguishable in purpose from the group of consultants from the education and arts arenas. (p. 23)

Because a variety of assessment strategies will be developed in professional development sessions and employed by the already task burdened teaching/learning teams, it is impossible to know what the strategies will evaluate and reflects the assumption if teams are formed, what needs to be done will happen. (p. 21)

The school selection criteria for the matched randomization process do not assure congruence between the two groups. The categories, such as not meeting the AYP in 2006-09 and employing an art specialist, are not narrowed to a limited band of specific comparable characteristics. (p. 12)

Question Status: Not Completed

Reviewer Score: 14

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Panel Details

Fiscal Year 2010 **CFDA/Subprogram** 84.351D **Schedule No** 1 **Tier No.** 1

Panel Name Panel - 12

Applicant Name Philadelphia Arts in Education Partnership -- , **PR/Award No** U351D100075

Questions

	Points Possible	Points Scored
1. Selection Criteria		
Need for Project	15	15
Significance	10	8
Project Design	25	25
Project Personnel	10	8
Management Plan	20	20
Project Evaluation	20	17
TOTAL	100	93

Applicant Name Philadelphia Arts in Education Partnership -- , **PR/Award No** U351D100075

Reviewer Name

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.

STRENGTHS:

The applicant gives information showing the great need of disadvantaged and academically challenged children in the project elementary schools. For example, over 74% of the children are eligible for the free and reduced meal program. Pages 1 and 6

The applicant identifies research that shows how math and science in the primary grades, the problem of skills acquisition compounding year after year, and how this differentiated instructional approach will focus on these needs in its project design. Page 3-4

WEAKNESSES:

No weaknesses found.

Question Status: Completed

Reviewer Score: 15

Selection Criteria - Significance

2.

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.

STRENGTHS:

The applicant will develop an arts-integrated program that meets the state standards in the arts a with a goal to improve the math, science, and content area reading skills in grades 2-5 in 4 AYP-deficit elementary schools. Page 1

The applicant will use a scientifically-based research methodology to examine impact of these teaching and learning models. For example, the project will work to strengthen student's arts, math, and science competencies. Page 2

The applicant shows research that the arts can provide students with strategies to make critical connections between concepts, facts, and inquiry which are critical components of math and science which are critical subjects in this project. Page 5

WEAKNESSES:

The applicant identifies strong narrative about addressing math and science achievement, but does not identify the content area reading skills needed. Page 1

Question Status: Completed

Reviewer Score: 8

Selection Criteria - Quality of Project Design

3.

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.

STRENGTHS:

The applicant will utilize a partnership of more than 100 teaching artists representing all arts disciplines and 83 arts and cultural organizations in the greater community. Page 2

The applicant provides a sound rationale for participating school selection by stating those schools not meeting AYP and in "school improvement" status will be selected rather than severely underperforming empowerment schools which need to focus on an additional 90 minutes per day on special math and phonics programs that do not allow flexibility during the day. Page 12

The applicant will develop grade-level visual arts residencies in collaboration with a master teaching artist. Each of these arts-integrated collaborative projects will include 30 session curriculum packages. Page 7

The applicant proposes a phased-in professional development plan with intensive training of classroom teachers, arts specialists, and master teaching artists during the year one pilot components. This will provide knowledge and confidence to participants as they prepare to implement the program. Page 14

The annual professional development sessions each August as well as regular scheduled common meeting and planning times for teachers will build collaboration in designing arts-integrated math and science curriculum and lesson plans, as well as strengthening prospects for sustainability at the end of this project. Page 14-16

Relevant research shows that visual arts are the vital element to being an arts-infusion process followed by other mediums such as music, theater, dance, etc. This process will also align with the state standards for math and then for science. Page 18

This project will build on and enrich new and on-going partnerships between the school district and the large number of arts partners and institutions in the region, which will enhance sustainability for this project past Federal funding. Page 21-22

WEAKNESSES:

No weaknesses found.

Question Status: Completed

Reviewer Score: 25

Selection Criteria - Quality of Project Personnel

4.

**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.**

STRENGTHS:

The applicant identifies project staff and participating artists who will be part of this project that have the education and experience to have a positive impact on the classroom experiences of children and teachers. Pages 23-24

The personnel listed in this proposal are well qualified and experienced in their fields and in sharing this knowledge and skill with students. Detailed resumes were included for all of the principal staff and artists that will be involved in the development of the curriculum and lesson planning that will be necessary for this project to be successful. Pages 23-26 and appendix

WEAKNESSES:

The proposal does not include a job description or duties/responsibilities of the program manager to be hired for this project. No page found.

Question Status: Completed

Reviewer Score: 8

Selection Criteria - Quality of the Management Plan

5.

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.

STRENGTHS:

The applicant has provided a detailed definition of the management plan with a timeline of activities that match the objectives developed for this project. The activities clearly identify those which are the responsibility of the school district, those that are the responsibility of the PAEP, and those that are shared responsibilities. Pages 26-29

The time commitments and feedback opportunities allocated to this project appear to be reasonable within the scope of the project and have meeting time built in to insure the project will make program adjustments as necessary to continue the project as developed. Pages 26-29

WEAKNESSES:

No weaknesses found.

Question Status: Completed

Reviewer Score: 20

Selection Criteria - Quality of the Project Evaluation

6.

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.

STRENGTHS:

The application plan will be implemented by a knowledgeable and experienced evaluator who is also familiar with the school district and the agencies/organizations in the community, who will work closely with the school district office of research and evaluation to determine and gather data for the participating schools. Page 32

The data will be gathered from classroom teachers, arts specialists, and teaching artists to determine the success of this arts integration project in grades 2-5, which will measure teacher skills acquisition, student attitudes, student response to the integration lessons, and student achievement on math and science state tests. Pages 33-35

WEAKNESSES:

The applicant did not identify what incentives would be available to the schools who are identified as control schools. No page found.

Question Status: Completed

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Panel Details

Fiscal Year 2010 **CFDA/Subprogram** 84.351D **Schedule No** 1 **Tier No.** 1

Panel Name Panel - 12

Applicant Name Philadelphia Arts in Education Partnership -- , **PR/Award No** U351D100075

Questions

	Points Possible	Points Scored
1. Selection Criteria		
Need for Project	15	15
Significance	10	10
Project Design	25	25
Project Personnel	10	10
Management Plan	20	18
Project Evaluation	20	18
TOTAL	100	96

Technical Review Form

Applicant Name Philadelphia Arts in Education Partnership -- , **PR/Award No** U351D100075

Reviewer Name

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.

Strengths:

Uses SDP data and statistics to make a convincing case that there is significant need for this program. SDP and PAEP are building off of a 10 year history of partnerships. The connection that struggling schools tend to have the least amount of arts, even though they serve students who are most in need.

They make a strong case for connecting math and science through arts integration.

Question Status: Completed

Reviewer Score: 15

Selection Criteria - Significance

2.

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.

Strengths:

The development and dissemination of content and products is referenced throughout the proposal which reinforces what a coherent application this is. The model and its components will be consistently documented and there will be an annual conference held in conjunction with the Pennsylvania Council on the Arts every year for teachers and arts educators (e15/16)

Question Status: Completed

Reviewer Score: 10

Selection Criteria - Quality of Project Design

3.

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.**

Strengths:

The objectives of this project are explicitly stated and are in alignment with the project's overall design and approach (e5/6). The curricular content is grounded in the math and science standards. They cite a strong methodology for selecting the participating sites as well as the control group. Many features of the design are based upon PAEP's previous work and lessons learned, which is excellent. This model rightly places the arts specialist as the key leader in each of the school sites. I really liked the rich examples of what students will be doing in the classroom (18-19). The professional development series, as described in the management plan, show that the sessions are sequenced appropriately. There is both a tremendous attention to detail here, as well as structured framework for the project's model and approach.

Question Status: Completed

Reviewer Score: 25

Selection Criteria - Quality of Project Personnel

4.

**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.**

Strengths:

These are highly qualified candidates with experience and expertise necessary to lead this project. The percent time allotted appears to be adequate. A separate project manager will be hired.

Question Status: Completed

Reviewer Score: 10

Selection Criteria - Quality of the Management Plan

5.

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.**

Strengths:

The management plan is very detailed and comprehensive (covering all 4 years) and includes the roles and responsibilities the key partners. The overall Management Team is described.

Weaknesses:

There are no benchmarks or milestones explicitly listed to monitor the implementation of the grant.

This proposal would have benefitted from having an advisory board made up of teachers, parents and principals to ensure buy-in and communication across the grant period.

Question Status: Completed

Reviewer Score: 18

Selection Criteria - Quality of the Project Evaluation

6.

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.

Strengths:

This is a very strong, scientifically-based research design, with control groups and random assignment. The evaluation includes a lot of detail about the methodologies that will be used, as well as data collection techniques.

Weaknesses:

This evaluation, while extremely rigorous, does not explicitly relate to the stated objectives of this proposal listed on (6). There are no incentives mentioned for the control site to remain participating in the evaluation when they are not receiving any of the benefits of the program.

Question Status: Completed

Reviewer Score: 18
