

Technical Review Cover Sheet

Panel Details

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

**Panel Name** Panel - 3

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<b>Applicant Name</b>	Rochester City School District -- Grants Development and Procurement,	<b>PR/Award No</b>	U351D100170
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Questions

	<b>Points Possible</b>	<b>Points Scored</b>
<b>1. Selection Criteria</b>		
Need for Project	15	15
Significance	10	9
Project Design	25	22
Project Personnel	10	5
Management Plan	20	13
Project Evaluation	20	20
<b>TOTAL</b>	<b>100</b>	<b>84</b>

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Technical Review Form

<b>Applicant Name</b>	Rochester City School District -- Grants Development and Procurement,	<b>PR/Award No</b>	U351D100170
<b>Reviewer Name</b>			

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**Selection Criteria - Need for Project**

- 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:

a) The applicant demonstrates a need for the project as evidenced by the low percentage (46%) of students in the targeted district who graduate from high school, and the over 18 secondary schools who have been ranked as persistently lowest achieving by the State Dept. of Education (p. 1-2). There is data provided of the current academic levels of elementary school students that demonstrate a need to integrate arts across the curriculum (p. 3 & appendices).

b) The applicant has identified significant gaps and weaknesses in service that demonstrate a need for the project as evidenced by the high percentage (31% to 50%) of students who persistently rank below proficient in ELA and Math (p. 3). Additionally, the school district is limited in the amount of funds for arts and the schools in the suburbs are allocated a higher amount (\$3,940 vs. \$820) for art supplies as opposed to those in the urban schools (p. 5).

Weaknesses:

None noted.

**Question Status:Completed**

**Reviewer Score: 15**

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**Selection Criteria - Significance**

**Your comments and scores should address the following criteria:**

- 2. (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 proposes to provide opportunities for placement of the project in a variety of settings including local arts and cultural organizations, at the annual "Arts in the Elementary Classroom" conference sponsored by the district, through downloads at the district's website, and amongst other schools in the district (p.9).

Weaknesses:

The narrative lacks specificity in relation to other settings outside of the Arts in the Elementary classroom. More details on other settings where the information will be provided would strengthen this sub-criterion (p. 8-10).

**Question Status:Completed**

**Reviewer Score: 9**

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**Selection Criteria - Quality of Project Design**

**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:

1) The applicant cites a wide body of research that was reviewed in the design of the project. The CAPE student will be used to help design the program for use with their special education population. Additionally, the applicant will take lessons learned from its previous Arts Demo project to impact the work

that will be done in the proposed Arts Demon project (p. 10).

2) The applicant cites research that supports the need to address the role of arts integration in student learning. As a result, the applicant will create a community of learners as evidenced by the detailed description of professional development activities that will be provided to teachers that focus on improving academic standards across the curriculum (p. 15-16). Additionally, the applicant identifies professional development activities that will include classroom teachers, arts teachers, and teaching artists that will provide opportunities to collaborate which could result in higher student achievement levels (p. 16).

3) The applicant has identified a number of professional development activities that will provide opportunities for teachers to use materials in practice that are stored on the district's website (p. 19).

Weaknesses:

1) None noted.

2) None noted.

3) It is unclear how the applicant will build the capacity to maintain the program once the life of the grant ceases. While there is a great deal of professional development activities outlined in the grant for teachers and artists, there are no details on how this will continue once the grant ends as the applicant has indicated that funds for arts education have been reduced and there is no information on the funds that are currently allocated for professional development (p. 5 & 19). With limited information on the previous Arts Demo project is difficult to determine how professional development will be embedded into the schools and/or if a train-the-trainer model will be incorporated for this project (p. 19-20).

**Question Status:Completed**

**Reviewer Score: 22**

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## Selection Criteria - Quality of Project Personnel

- Your comments and scores should address the following criterion:**
- 4. (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:

- 1) None noted.
- 2) The educational background and training of all project personnel are more than adequate to meet project objectives as evidenced by the extensive training identified in their resumes and the narrative (p. 21-22 & appendices).

### Weaknesses:

- 1) The applicant fails to provide details on how they will encourage applicants from persons of traditionally underrepresented groups. There are no details on outreach to organizations that provide services to the targeted population or who have a history of recruiting individuals from underrepresented groups. A detail discussion on the recruitment plan would strengthen this sub-criterion.
- 2) None noted.

**Question Status: Completed**

**Reviewer Score: 5**

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## Selection Criteria - Quality of the Management Plan

**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.**
- 5. (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:

- 1) The applicant outlines a plan to achieve the proposed goals and objectives on time and within budget. Accordingly, a timeline is provided that is sufficiently detailed outlining dates, responsibilities, and activities to be implemented. There are milestones for completion that are clearly aligned with project objectives (p.23-30).
- 2) The time commitment of the evaluator is provided and appears adequate to achieve project goals (p. 31).
- 3) The applicant indicates that feedback will be provided from meetings that are held and through information that will be gathered from classroom teachers and teaching artists (p. 31).

Weaknesses:

- 1) None noted
- 2) The applicant indicates that the project Director will only provide 10% time to the project which is not adequate for a project of this size and scope. The Project Coordinator position is only assigned to the project 40% which does not appear to be adequate as the only full-time position is the evaluator. According to the management timeline chart the Project Director and

Coordinator are responsible for the majority of items and a 50% time commitment to the project by both positions is not adequate (p. 24-31).

3) The applicant indicates that feedback will be provided twice a year which is not adequate for a project of this magnitude. With a full-time project evaluator assigned to the project more frequent feedback on the project should be provided. Additionally, the applicant has identified a number of professional development activities and programs that would benefit from more frequent feedback to address challenges (p. 24-31)).

**Question Status: Completed**

**Reviewer Score: 13**

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**Selection Criteria - Quality of the Project Evaluation**

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

Strengths:

1) The applicant's evaluation plan includes a process and outcome evaluation model that focuses on assessment of program implementation and impact. The data collection method is tied to the expected outcomes of the program and will produce both quantitative and qualitative data that should result in a summative evaluation (p.32-40).

2) The applicant will produce an evaluation report that will include policy recommendations that could impact support for the project at a higher level than the district (p.35). The evaluation design allows for feedback at different intervals throughout the project year which will allow for feedback during the professional development meetings (p. 36-37).

Weaknesses:

1) None noted.

2) None noted.

**Question Status: Completed**

**Reviewer Score: 20**

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Panel Details

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

**Panel Name** Panel - 3

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<b>Applicant Name</b>	Rochester City School District -- Grants Development and Procurement,	<b>PR/Award No</b>	U351D100170
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Questions

	<b>Points Possible</b>	<b>Points Scored</b>
<b>1. Selection Criteria</b>		
Need for Project	15	15
Significance	10	8
Project Design	25	23
Project Personnel	10	5
Management Plan	20	15
Project Evaluation	20	20
<b>TOTAL</b>	<b>100</b>	<b>86</b>

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Technical Review Form

<b>Applicant Name</b>	Rochester City School District -- Grants Development and Procurement,	<b>PR/Award No</b>	U351D100170
<b>Reviewer Name</b>			

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**Selection Criteria - Need for Project**

- 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

Abstract

Proposed goals include: p.1 Provide students with equal access to high quality arts programs, develop integrated units of study incorporating arts with classroom subjects, train teachers to integrate art programs into the curriculum to benefit student achievement inc classroom content and the arts and provide a framework that would be replicated by various organizations.

Need p. 1 Targeted school district reports graduation rate of 46% with 9 of the elementary schools cited as persistently lowest achieving by the New York State Education Department and 4 secondary schools in school improvement.

p.1 There do exist arts/music teachers on all campuses but instructional time for classes has been reduced and not all grades receive instruction.

p. 2 Chart that provides gaps and strategies that will address those gaps including: low students achievement in English Language Arts, and Math, local organizations lack understanding of New York School curriculum standards in Art, English, Math, Science and Social Studies, teachers have little opportunity to learn arts integration skills, and funding cuts have created an environment of diminished instructional time for arts experiences.

**Question Status:Completed**

**Reviewer Score: 15**

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### Selection Criteria - Significance

**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.**
- 2.**

#### Strengths

The outputs will include an explicable framework, unit lessons plans, p. 10 arts assessment rubric, p. 30 and semi annual newsletter and will be p. 8 made available for free download on the RCSD website.

#### Weaknesses

The proposal lacks specifics regarding the setting where outputs will be relevant for use by other similar organizations.

**Question Status:Completed**

**Reviewer Score: 8**

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### Selection Criteria - Quality of Project Design

**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. (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

p.1 There is evidence of a previous AEMD Grant called Rochester Arts Impact Study.

p. 3 A statement is provided regarding the increase of ELA and Math scores for ELL, low income students and Special Education students during the implementation of the previous grant funded project 2006-2009.

p. 9 There is sufficient reference made to research supporting the direct correlation between arts integration and increased student achievement in ELA, Math, Science and Social Studies. (Grant, Repress, Lutfi, Richards, Champions of Change, etc.)

p. 10 An arts assessment rubric will be developed by classroom and arts teachers and there will be 15 hours of professional development each year for classroom teachers.

p. 14 The project units and lessons will focus on a specific art form at each grade level. The units and individual lessons will be co-developed by a team of Math and ELA Specialists, classroom teachers, arts teachers, arts organizations and teaching artists.

p. 15 Each classroom in the participating schools will receive a ten session residency with professional development sessions that will improve student learning because it is experiential, collaborative, linked to and derived from teacher work with students and connected to classroom content.

p. 17 Students will attend theater and orchestral performances to provide real life arts experiences.

p. 18 The proposal states that there are plans to continue professional development for classroom teachers with Saturday conferences as well as after school professional development sessions to sustain learning beyond the life of the grant.

p. 37 The project will utilize the framework of the National Assessment of Educational Progress as a template to ensure that activities students participate in are assessed in the three artist processes.

p. 3 Priority Teaching artists will assist with curriculum development, teacher professional development and on site classroom integration.

## Weaknesses

The proposal lacks evidence of sustainability for the collaboration provided by arts organizations in the area.

p. 18 There is a statement providing information that teachers have reported using something they have learned from the teaching arts residency provided

in the 2006 project but it is not comprehensive enough to warrant the need for an additional project.

**Question Status:Completed**

**Reviewer Score: 23**

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**Selection Criteria - Quality of Project Personnel**

- Your comments and scores should address the following criterion:**
4. **(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**

p. 20 The project investigator will be Robert Southworth, Deborah Harloff will function as the project director, William Chandler will oversee the planning and implementation and Andrew MacFowan will be the lead district internal evaluator as well as hiring an external independent evaluator.

p. 39 The School Works Lab Inc. will serve as the technical consultant and help design the protocol.

**Weaknesses**

p. 20 It is unclear what role Dr. Gardiner will hold in this proposal. The section lacks evidence of how the program will encourage applications from underrepresented populations of persons.

p. 22 There is no inclusion of desired qualifications for the external evaluator to be hired.

**Question Status:Completed**

**Reviewer Score: 5**

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## Selection Criteria - Quality of the Management Plan

**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.**
- 5. (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

p. 14 Each year the developed lessons will be revised as a result of feedback from the actual project implementation.

pgs. 22 and 29 A chart displays the activities, some milestones with related time line dates and personnel responsible.

p. 29 to 31 Key personnel are displayed with the assigned FTE for each position.

p. 30 Feedback will be received from site visits and follow up meetings held twice yearly with the principal investigator and will provide information about the development of the project. Meetings will be held twice yearly with teaching artists, cultural organizations, the project director and the project coordinators to discuss residencies. Feedback will be gathered from classroom teachers and teaching artists during professional development activities and annual surveys. Professional development will be modified based on the results of evaluations completed at the end of each session. Annual review of data will be held with district evaluation and personnel, project director, project coordinator and school personnel. Informal feedback will also be garnered via email, during grade level planning session and during site visits.

p. 36 The project will provide teachers with pre and post surveys, interviews with project coordinators, feedback time during professional development and quarterly meetings.

### Weaknesses

Although feedback is addressed within the proposal, it lacks support regarding why feedback will only be shared and requested twice annually as opposed to

more frequently noting the depth of this project.

p. 29 It is noted that the project director will provide 10% of her time to supervise the planning process for professional development and integrated unit development and ensure all goals and objectives are met, which may not be enough.

p. 30 It is unclear what role Martin Gardiner will assume and which person will function as the Project Investigator.

**Question Status:Completed**

**Reviewer Score: 15**

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### **Selection Criteria - Quality of the Project Evaluation**

**Your comments and scores should address the following criteria:**

6. **(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

p. 8 The planning, implementation and results will be shared at the annual Arts in the Elementary Classroom conferences sponsored by the RCSD Department of Arts, and at other conferences and through journal articles.

p. 8 Extensive record keeping, including details of meetings, events and arts experiences will be logged.

p. 8 The project evaluation will include three areas of interest:

1. address the impact of integrated arts learning experiences on student ELA and Math achievement, 2. study the impact of integrated arts learning on teacher practices, and 3. assess and evaluate professional development activities by and for teachers.

p. 39 The School Works Lab will conduct two site visits annually, assess and analyze student achievement data, provide written reports annually, advise on development of arts assessment of student work, devise and validate a 4 year study as it relates to students and teachers and provide a final report.

## Weaknesses

There are no weaknesses cited for this section.

**Question Status: Completed**

**Reviewer Score: 20**

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

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Questions

	<b>Points Possible</b>	<b>Points Scored</b>
<b>1. Selection Criteria</b>		
Need for Project	15	15
Significance	10	8
Project Design	25	22
Project Personnel	10	5
Management Plan	20	17
Project Evaluation	20	20
<b>TOTAL</b>	<b>100</b>	<b>87</b>

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Technical Review Form

<b>Applicant Name</b>	Rochester City School District -- Grants Development and Procurement,	<b>PR/Award No</b>	U351D100170
<b>Reviewer Name</b>			

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**Selection Criteria - Need for Project**

- 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:

(a) The extent to which the proposed project will provide services to address the needs of students at risk of educational failure is substantially and clearly documented. (p. 3-4)

(b) The specific gaps and weaknesses in services, infrastructure, and opportunities are very thoroughly document and clearly justify these needs. The needs are documented by achievement percentages with 5 particular gaps or weaknesses identified. (p. 3-4) Also included is evidence of a significant disparity in funding between suburban districts and RCSD. (p. 5) The identified gaps and weaknesses in services, infrastructure and opportunities are each addressed. (p. 5-7)

Weaknesses:

None

**Question Status:Completed**

**Reviewer Score: 15**

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**Selection Criteria - Significance**

**Your comments and scores should address the following criteria:**

- 2. (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:

Products listed to be disseminated from the proposed project are: unit and lesson plans, teacher surveys and students art assessment instruments through Open Educational Resources. (p. 2 of the Project Abstract) It states on page 1 of the Project Abstract, Activity 1.3: Disseminate evaluation findings, project design, and unit lesson plans.

The project proposal suggest that it will: further the develop materials designed to help replicate or adapt the program; document and assess the program's results; etc., detailed on pages 8-9

### Weaknesses:

There is little detail to base the utility of these projects or the potential for their being used effectively in a variety of other settings. Dissemination plans are not clearly described. (p. 8-10)

**Question Status:Completed**

**Reviewer Score: 8**

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### Selection Criteria - Quality of Project Design

**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.**

(1) The exploration of current research and effective practices are thorough and well presented. A number of relevant studies are detailed including the previous project that produced useful data. The research also covers the scope

of the project including areas of arts impact on learning and achievement special education. (p. 10-14) The proposal reviews the areas of differences and similarities of the research findings. (p. 13) There is evidence that the project was shaped by data results from the current research. (p. 11)

(2) The Rochester Arts Impact Study Enhancement (RAISE) intertwines partners with the school district and extends the work completed in a previous grant study. The plan includes the target population for schools and the plan for delivery with co-developed lesson by a team of Math and ELA specialists, classroom teachers, arts teachers, arts organizations and teaching artists. There are planned assessments from data gathered from the above mentioned collaborations. (p. 15-19) It appears that a comprehensive effort is made to improve teaching learning and support rigorous academic standards for students.

(3) This is based on the experience of the previous grant and the results of data gathered, indicating continued use by teachers. (p. 19) Professional development is an important component of the continued use of concepts in the classroom.

#### Weaknesses:

(3) The proposal specifies the hours for professional development for the teachers. It is not clear that the small number of hours for PD will produce the desired outcomes. All classroom teachers will be given 15 hours of professional development. (p. 16) On page 19, the proposal states: More than half of participants (from the previous grant) report using something they have learned from PD in the classrooms. Many teachers reported using something they have learned from the job embedded PD provided during the teaching residency (from the first grant). It isn't clear that this type of response, replicated, will build lasting capacity. Page 20 indicates that only 8 hours of PD will be provided for the teachers each year.

**Question Status:Completed**

**Reviewer Score: 22**

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## Selection Criteria - Quality of Project Personnel

- 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.**
- 4.

### Strengths:

2. The key personnel described in the project proposal appear to be well qualified to carry out the project. (p. 21-23, Vita material)

### Weaknesses:

1. No reference is found to the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented. (p. 21-23) Of particular interest are the teaching artists who will deliver training to teachers and deliver curriculum to students. There is no mention of qualifications that will be used in selecting, training or providing professional development for these contributors. (p. 21-23)

**Question Status: Completed**

**Reviewer Score: 5**

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## Selection Criteria - Quality of the Management Plan

**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.**
- 5. (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:

(1) The project proposal includes clear outcomes, objectives and activities that will achieve the desired outcomes. A chart of time organization, milestones and tasks with defined responsibilities of the key personnel is included. These data on the chart detail an experimental 4 year randomized study that determines the impact of integrated instruction on student achievement in Grades I-6. The academic performance of students in elementary grades will be documented, analyzed and improved including student skills in creating, performing and responding to the arts. (p. 23-31)

(3) It appears that appropriate mechanisms and plans are in place to ensure feedback and continuous improvements. The formal procedures happen twice a year with an annual review of the data collected, but other informal feedback will be garnered via email, during grade level planning sessions and during site visits. (p. 31-32)

Weaknesses:

(2) No time commitment was listed for the principal investigator, Robert A Southworth, or his associate Martin F. Gardner. Some time commitments are listed in percentages for the other key personnel. It is difficult to determine if the time is adequate to successfully manage the project. (p. 23-31)

Question Status:Completed

Reviewer Score: 17

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Selection Criteria - Quality of the Project Evaluation

**Your comments and scores should address the following criteria:**

6. (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:

(1) Based on experience and from the data collected for four years (2005-2009) the proposed quality of the project evaluation is laid out in a thorough, feasible way. It appears to be clearly focused to achieve the goals, objectives and desired outcomes of the project. (p. 32-40) The extensive detail carefully documents the selection of the schools, both treatment and control schools, processes, methodology, and timelines (p. 32-40)

(2) Methods of evaluation are designed to provide feedback and permit periodic assessment of progress. There is ample documentation throughout the evaluation plan of periodic and ongoing assessment and data collection with regular reviews of the data by key personnel. (p. 35) The framework of the NAEP Assessments will be used to assess the artistic processes. (p. 38) The project documents an effective evaluation plan. (p. 32-40)

Weaknesses:

None

Question Status:Completed

Reviewer Score: 20

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