

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

Status: Submitted

Last Updated: 05/31/2013 01:27 PM

Technical Review Coversheet

Applicant: Streetside Stories (U351D130063)

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	30	30
Quality of Project Personnel		
1. Project Personnel	10	9
Quality of the Management Plan		
1. Management Plan	25	25
Quality of the Project Evaluation		
1. Project Evaluation	10	10
Sub Total	100	99
Priority Questions		
Competitive Preference		
Priority Four - Technology		
1. Technology	5	5
Sub Total	5	5
Total	105	104

Technical Review Form

Panel #7 - AEMDD FY 2013 Application Reivew - 7: 84.351D

Reader #1: *****

Applicant: Streetside Stories (U351D130063)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project by considering the following factors:

(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 application provides strong evidence of the need for the proposed project. District students lack the access to technology and related technology-based instruction that is essential to developing 21st century skills and fostering academic achievement. Per pupil funding of one of the proposed district schools is about ¼ that of a neighboring wealthy district (e20). In another district, 2/3 of students are economically-disadvantaged (e20); in a third district, 47% are Title 1 schools, with disparities in achievement for black and latino students (e21). At several schools, approximately 70% of the students score at or below state proficiency levels in literacy (e21-22). In a fourth district, 25% of teachers state that they use technology "once in a while," while only 6% of students use technology at least once/week. (e22) Three of the schools are Promise Neighborhoods schools.

(b) The applicant has identified significant gaps, ranging from a lack of an arts education plan and little funding in one district to only one computer for every 5 students (e25). Teachers express a significant lack of arts and technology training (e25); they also lack training in formative assessments (e26).

Weaknesses:

This criteria was thoroughly discussed and I did not see any weaknesses.

Reader's Score: 15

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project by considering the following factor:

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 application shows strong evidence that the products resulting from this project will be utilized frequently and effectively throughout the broader community. The applicant partners have 20 years of success in integrating arts with 21st century skills in schools and have won three AEMDD grants (e19). The team will also build on and expand successful concepts gained in two Arts Professional Development grant programs funded by the USDOE (e19).

The partners will draw on their substantial experience in disseminating information to share results and tools through

direct training, website products, curriculum guides, conferences, consulting, and work with post-secondary institutions. They will share teaching tools, teacher preparation and coaching materials, and evaluation materials to strengthen schools district wide, statewide, and nationally (e29-31)

Weaknesses:

This criteria was thoroughly discussed and I did not see any weaknesses.

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project by considering the following factors:

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

(b) 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.

(c) 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:

(a) The application shows strong evidence that the design of the project reflects up-to-date knowledge from research and effective practices. The applicant provides extensive detailed research analyzing the successful AEMDD models and DOE Professional Development models on which this program would be based (e34-36), including improved writing performance, ELA performance, student confidence in using technology, and increased teacher training and sustainable skill building. The applicant cites additional research supporting various elements of the program, including a project-based approach to learning, culturally relevant training, and action research processes for assessment (e36-39). The implementation process chart on page e44 simply and effectively ties teacher actions to expected student outcomes.

(b) The application shows strong evidence that the project is part of a comprehensive effort to improve teaching and learning, through its affiliation with the Common Core and standards set by the California Department of Education, both of which utilize rigorous academic standards. The initiative is closely aligned with Common Core language arts and California Visual and Performing Arts standards, as well as with the 21st Century skills framework. It also utilizes a hands-on approach to teacher education (e38-39)

(c) The application shows strong evidence that the project is designed to build capacity and yield results sustainable beyond the period of Federal financial assistance. Sustainability and dissemination planning will focus on building teacher capacity; creating replicable and reusable curriculum modules; fundraising; and gaining monetary, time, and staffing commitments from schools to sustain the program (e46-48)

Weaknesses:

This criteria was thoroughly discussed and I did not see any weaknesses.

Reader's Score: 30

Selection Criteria - Quality of Project Personnel

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.**

In addition, the Secretary considers the following factor:

The qualifications, including relevant training and experience, of key project personnel.

Strengths:

The applicant shows strong evidence of the encouragement of underrepresented applicants as well as having assembled a team of key personnel with relevant training and experience. The applicant expresses a commitment to encouraging underrepresented persons to apply for positions. Sixty three percent of the project team are members of underrepresented groups.(e49)

The proposed team is impressive for its depth of experience within the local youth community, within the arts community, and in managing or supporting other USDOE grants, with 94 years combined experience designing and implementing arts, technology, and literacy programs for youth, and 20 years managing and evaluating USDOE grants. (e49)

Weaknesses:

The extent of the applicant's efforts to recruit members of underrepresented groups to the project team is unclear. The applicant does not specifically state how it will encourage applications from members of underrepresented groups to join the project team, for example, through advertising positions in minority publications.

Reader's Score: 9

Selection Criteria - Quality of the Management Plan

1. **The Secretary considers the quality of the management plan for the proposed project by considering the following factors:**

(a) 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.

(b) 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.

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

Strengths:

(a) The applicant shows strong evidence of a management plan that will meet the project's objectives on time and within budget. The proposed responsibilities of the project team individuals, partner schools, partner districts, and the evaluation team are clearly laid out. (e52-53). The division of tasks establishes a strong foundation for success: with the Streetside team coordinating the project, providing fiscal management and reporting, evaluating and overseeing the continuous improvement process (e52-53); and the Partner schools aligning the project with their whole-school reform efforts and providing teacher time and logistical support for implementation, the plan builds on the strengths of each partner. The timelines and milestones are detailed and clearly tie the responsible team member to the various tasks associated with the planning, evaluation, continuous improvement, and sustainability planning of the project. (e53-56)

(b) The applicant shows strong evidence of an efficient allocation of time of the project director and other key personnel to the objectives of the project. Devoting approximately 1/3 of the FTE of the Project Director, Project Manager, and

Project Education Director, along with the 40 hours/week provided by each of the two job coaches, is appropriate to the goals of the project. (e56). The Project's Media Arts Consultant and the 21st Century Integration Consultant will also devote 30 hours to the project's curriculum and training development, crucial to the success of the project. Teachers will receive 36 hours of training, which is impressive and will underscore the importance of this initiative to their work. (e56) (c) The applicant provides strong evidence of developing procedures to ensure feedback and continuous improvement. Utilizing a variety of feedback from external evaluations and internal assessments, adjustments will be made to the teacher preparation curriculum and the Teacher Coaching Model each semester and annually (e57). After School Educator Training, 21st Century Skills training, the evaluation models themselves, and the management plan will be reviewed annually. The Sustainability Plan will be reviewed at the end of the 4th year. (e57-59) The project manager will manage the feedback and recommendations to coordinate continuous improvement, and the Project Director and school administrators will make changes to the management plan to strengthen teaching and learning and improve logistics. (e58)

Weaknesses:

This criteria was thoroughly discussed and I did not see any weaknesses. This criterion was thoroughly discussed and my score reflects my professional assessment of this section.

Reader's Score: 25

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project by considering the following factors:

(a) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

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

Strengths:

(a) The applicant shows strong evidence of the use of objective performance measures that are clearly linked to the intended project outcomes. The applicant proposed a quasi-experimental design with pre- and post-testing of a test and matched control group (e19). Additionally, the evaluation will use prior student achievement data in order to test the causality of gains made in achievement scores through this program (e19). Teachers and students will work together to develop formal assessment rubrics and procedures, so that all are aware of expectations (e43).

(b) The applicant shows strong evidence (e61-62) of the evaluation methodology providing periodic assessments of progress toward outcomes and performance feedback. Ongoing assessments and adjustments will be made to teacher curriculum, coaching, teacher performance, evaluation instruments, and the management plan and sustainability plans (e57-59). The Project Manager will act on this information to direct adjustments as needed to the various elements of the program (e58). Students and teachers will be pre- and post-surveyed to provide ongoing assessment of program success and identify potential project elements to be modified.

Weaknesses:

This criteria was thoroughly discussed and I did not see any weaknesses.

Reader's Score: 10

Priority Questions

Competitive Preference - Priority Four - Technology

1. **Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.**

Strengths:

The project will develop an online community of educators to share information and best practices locally and nationally (e29). Participating schools will receive a Media Lab, composed of iPads, recording equipment, projectors, and other peripherals (e29). Teachers will receive hands-on training in developing iPad lessons (e40) and will self-assess their technology skills in order to plan for additional professional development (e41).

Weaknesses:

This criteria was thoroughly discussed and I did not see any weaknesses.

Reader's Score: 5

Status: Submitted
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Technical Review Coversheet

Applicant: Streetside Stories (U351D130063)

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	30	30
Quality of Project Personnel		
1. Project Personnel	10	9
Quality of the Management Plan		
1. Management Plan	25	23
Quality of the Project Evaluation		
1. Project Evaluation	10	10
Sub Total	100	97
Priority Questions		
Competitive Preference		
Priority Four - Technology		
1. Technology	5	5
Sub Total	5	5
Total	105	102

Technical Review Form

Panel #7 - AEMDD FY 2013 Application Reivew - 7: 84.351D

Reader #3: *****

Applicant: Streetside Stories (U351D130063)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project by considering the following factors:

(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:

Streetside Stories and the local LEA partners with West Contra Costa Unified School District, Hayward Unified School District, and San Francisco Unified School District will meet the absolute priority by expanding and enhancing a model that has moderate evidence in improving the outcomes of primarily low-income Latino and African-American students. The 21st Century Schools project will foster readiness for the three districts identified in this project. The project will use a rigorous quasi-experimental design and pre-post assessment with a matched comparison group. The project's effort will produce valid and reliable data on its integrated instructional practices and strategies that help students improve performance on ELA common core standards. The project will lead to improved reading, writing, speaking, and listening skills across the curriculum. The project will support increased student achievement for the most underserved students in severely under sourced areas of the region. (pp. 2-3).

The project will offer high-quality, evidence-based learning opportunities for elementary and middle school students that reflect a significant level of EL and student s scoring at or below basic; also predominately Latino and African-American students impacted by the achievement gap. All participating are Title I schools. (pp. 1-5).

The partner districts lack teacher preparation resources and arts integration skills, assessment support, and assistance to integrate the common core ELA standards across the curriculum. Also, teachers in these targeted areas lack technology skills and resources that would enable them to integrate successful arts programs; therefore, students are receiving less of the relevant, rigorous, integrated learning in arts, literacy and technology that they need to prepare for success beyond the middle school. (p.6).

The project will afford high-quality evidence-based integrated curriculum, evaluation, dissemination and sustainability planning that ensures success for these underserved students. The project will foster student achievement, build literacy skills, visual and media arts knowledge, and 21st Century skills; and increase the teachers' capacity to deliver arts integrated instruction with replicable teaching tools. (pp. 6-8).

Weaknesses:

The applicant didn't show a weakness in this criterion area.

Reader's Score: 15

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project by considering the following factor:

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 21st Century Schools Project tools for students and educators will be available nationally. The tools are designed to be usable in a variety of settings by teachers, teaching artists, and others. The materials and information that will be continuously improved and disseminated in a variety of settings include: (pp. 9-12). Teacher lesson plans; 21st Century teaching modules; Action research assessments; Curriculum guides for after school programs; Media lab and manual; Online community for teachers; Teacher preparation and coaching models; and Integrated teacher preparation curriculum.

The applicant has identified other products that would prove beneficial to be considered and utilized in a variety of settings: (pp. 12-14). Student media projects; Action research assessment documentation; Evaluation data sustainability consulting plan; Staff development; Evaluation report; and Lesson planning and assessment guide.

Weaknesses:

The applicant didn't show a weakness in this criterion area.

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project by considering the following factors:

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

(b) 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.

(c) 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 project uses a research-based design that aligns with partner schools' improvement efforts and builds lasting capacity for increased student achievement, including a bridging the achievement gap; increased literacy skills, visual and media arts. The project aligns with districts' goals of technology integration, particularly in districts that struggle to meet these goals. Also, the project offers access to common core standards integration within the state (California): (p.15). Improve lesson planning that integrates literacy, arts, and 21st Century skills; Increase capacity to integrate learning; Student skill building; Close achievement gaps between African American and Latino students; and Increase media arts skills for

participants.

The project's design reflects research-based effective practices from internal and external sources. In addition, successful teacher professional development model practices are evident. The applicant referenced that numerous positive outcomes for teachers and students, based on quasi-experimental and descriptive studies, were associated with participation in the projects: improved performance; increased student engagement; increased teacher confidence; technology enhanced teacher skills; and retention skills and knowledge. (pp. 14-15).

The 21st Century Skills Framework offers guidance in teaching and integrating multidimensional skills, and knowledge to prepare students to meet future demands. Also, project-based learning is a significant element with the project. Culturally relevant teaching, which is a hallmark of student-centered learning, is a project-based framework feature of the project. In closing, the project's core teacher preparation and coaching models are supported by numerous evidence-based research studies that explore their efficacy. (pp. 14-20).

The project supports rigorous academic standards by preparing third to eighth grade teachers to create challenging lesson plans that integrate common core language arts and adhere to the state's standards with the 21st Century skills framework. The program elements of 21st Century Schools include the following: (p. 22). Hands-on teacher preparation; School-day coaching; Preparation of after-school educators; and Sustainability and dissemination planning.

The applicant enclosed a teacher preparation and teacher coaching activity charts that reflected the hours per teacher of each listed learning activity. A 21st Century schools implementation process chart was also created by the applicant that addressed both what the teacher and student will be responsible for during the implementation process. (pp. 24-26).

In addition to the engagement and partnerships that will be established with these districts, the project will establish an integrated learning infrastructure that will offer reusable replicable curriculum modules; this will develop educators to repeat and implement and assess integrated lessons, engage students in learning, raise achievement scores, and close the gap for African American and Latino students. (pp. 28-29).

The following processes will help to support a sustainability plan: (p. 30). A lead administrator or teacher; Fundraising plan; A school specific plan; Partner schools commitment; Commitment of already trained teachers; and Project director.

Weaknesses:

The applicant showed no weakness in this criterion area.

Reader's Score: 30

Selection Criteria - Quality of Project Personnel

- 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.**

In addition, the Secretary considers the following factor:

The qualifications, including relevant training and experience, of key project personnel.

Strengths:

The applicant encourages applications from members of underrepresented groups and enforce a non-discrimination policy that addresses race, color, national origin, gender, age, and disability. The applicant indicated that the majority

(63%) of their project team are members of underrepresented racial groups. (p. 31).

The applicant has identified individuals to assume the roles in key personnel positions within the project. The applicant included qualification rationale, such as education and related skills for each individual relevant to their position (i.e., degree and years of experience). (pp. 31-33).

Weaknesses:

The applicant didn't include a specific job description, the desired minimal years of experience, and education with these separate positions.

Reader's Score: 9

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project by considering the following factors:

(a) 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.

(b) 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.

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

Strengths:

The applicant's project team will assume and lead all management efforts, meet thrice yearly with district/school teams and other personnel to manage the program's effectiveness in meeting objectives, timelines and milestones. Streetside Stories will be responsible for coordination of the partnership and project, fiscal management and reporting, interfacing, project reporting, overseeing continuous improvement, making changes, equipment selection, evaluation logistics, and coordination of sustainability planning and dissemination. (pp. 34-35). The project's timeline was referenced with specific information that addressed the programming, time parameters and method of evaluation of these key positions. (pp. 35-41).

The applicant provided a chart that identified the key personnel positions in regards to the projected number of hours, years and total amount of time throughout the grant period that they would be expected to devote to the project. (p. 38).

The Project Team will access various forms of data to ensure feedback and continuous improvement, with multiple reviews occurring each year. The external evaluation data will include summative reports and formative feedback, at least once a year. The data will derive from student test scores, student and faculty surveys, principal interviews, and teacher lesson plans and assessments. (p. 39).

Internal assessment tools will include action research assessments, qualitative internal surveys, teacher, administrator and consultant feedback, internal staff observations, and 21st Century coach assessments; gathered multiple times each year. Input from the partner schools will include district strategic plans and school site plans, yearly.

A continuous improvement process will be applied that will utilize feedback to assess and make needed changes or improvements. Feedback will be used to strengthen professional development and focus supervision and observation on areas of improvement. All feedback will be monitored to ensure that the management plans to stay on track to meet project objectives and to keep within the budget. (pp. 39-40).

Weaknesses:

The applicant didn't clearly identify the composition of the project team or the district/school team (i.e., stakeholders).

The applicant addressed this criterion with a chart format, and provided no supportive information in a narrative form.

Reader's Score: 23

Selection Criteria - Quality of the Project Evaluation**1. The Secretary considers the quality of the evaluation to be conducted of the proposed project by considering the following factors:**

(a) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

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

Strengths:

WestEd will conduct a summative and formative evaluation of the 21st Century Schools project that will exam the impact of arts integrated teaching tools and programming on student performance at the 3rd through 8th grade levels. The summative examination will exam the following: (p. 41). Impact of student achievement; Impact on literacy skills, visual and media arts knowledge, and 21st Century skills; Impact of teachers' capacity to plan and deliver arts integrated instruction; and Necessary components for replication of an elementary school arts integrated program.

The evaluation will assess impact by examining students' standardized test scores, art knowledge, and 21 Century skills; teacher lesson plans, assessments, and self-reported feedback on instructional practices; observation data; and principal feedback. Data will be compiled through multiple sources (e.g., students and teachers) using various methods (e.g., standardized test, lesson plans, surveys, and observations). (pp. 41-42).

The evaluation will employ a quasi-experimental design with a matched comparison group of non-participating schools to examine overall impact on student achievement. Comparison schools will be matched to treatment schools on school enrollment, percentage of EL learners, students on free and reduced lunch programs, total students, and school level academic performance. In addition, standardized test data will be assessed and analyzed in the area of ELA. A data collection schedule was referenced that included the following items identified by the grant year (e.g., 1, 2, 3, and 4): standardized test data, student surveys, teacher surveys, program improvement, teacher lesson plans, teacher-developed assessments, teacher-developed assessment results, and principal interviews. (pp. 42-47).

In summary, data will be interpreted and analyzed using appropriate statistical and non-statistical methods. Quantitative data will be analyzed using t-tests and analysis of covariance in order to control for any differences between the treatment and comparison of groups. In contrast to the referenced quantitative data, qualitative data will be synthesized and summarized, while providing additional insight on program impact and provide rich context for interpreting findings. (pp. 42-50).

Weaknesses:

The applicant didn't display a weakness in this area.

Reader's Score: 10

Priority Questions

Competitive Preference - Priority Four - Technology

1. **Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.**

Strengths:

A 21st Century Media Arts lab will facilitate both cutting edge instruction in skills and ongoing instruction by providing high-quality, portable technology assets. Each school will receive a lab that is included in the budget project, which contains 17 Apple iPads tablets and the iLife creative suite, a projector, voice recording equipment, and other peripherals such as digital cameras, hard drives, mice, and headphones. (p.11).

Weaknesses:

The applicant didn't show a weakness in this criterion area.

Reader's Score: 5

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Technical Review Coversheet

Applicant: Streetside Stories (U351D130063)

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	30	30
Quality of Project Personnel		
1. Project Personnel	10	9
Quality of the Management Plan		
1. Management Plan	25	23
Quality of the Project Evaluation		
1. Project Evaluation	10	10
Sub Total	100	97
Priority Questions		
Competitive Preference		
Priority Four - Technology		
1. Technology	5	2
Sub Total	5	2
Total	105	99

Technical Review Form

Panel #7 - AEMDD FY 2013 Application Reivew - 7: 84.351D

Reader #2: *****

Applicant: Streetside Stories (U351D130063)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project by considering the following factors:

(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, Streetside Stories will partner with Hayward Unified, West Contra Unified and San Francisco Unified School Districts, working with students in grades three - eight. The 21st Century Schools project will foster 21st Century readiness for three districts, eleven schools, 95 teachers and 1800 students. The 21st Century School (project) will lead to improved reading, writing, speaking and listening skills across the curriculum, 21st Century skills and arts skills for some of the San Francisco Bay Area's most underserved students, including large numbers of African-American, Latino, English language learner, low-income students and student who attend SIG schools. All participating schools are Title I schools (pages 1 - 3).

(b) The applicant states that partner districts lack teacher preparation resources and arts integration, 21st Century skills and assessment support, and they need help integrating Common Core ELS standards across curriculum. Students lack access to arts, technology, 21st Century skills education, as well as high-quality integrated instruction. The 21st Century Schools project will provide high-quality instruction that integrates art, language arts, technology and 21st Century skills. By building 21st Century skills, aligning to Common Core and providing arts integration, the 21st Century Schools project fills key gaps in partner districts. Students at participating schools are receiving even less of the relevant, rigorous, integrated learning in arts, literacy and technology that they need to prepare for success in high school, college and careers. At proposed sites, professional training for arts education, 21st Century Education and technology instruction are weak. According to survey results, 25% of Hayward sites receive arts integration training once yearly, 75% of West Contra sites lack any district-provided professional training in these areas and 50% of San Francisco sites reported that teachers receive no arts integration training (pages 6-7).

Weaknesses:

This criterion was thoroughly discussed and I did not find any weaknesses.

Reader's Score: 15

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project by considering the following factor:

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 states that their research tested training and coaching tools have been implemented, favorably evaluated and continuously improved in two USDOE Professional Development for Arts Educators projects and three AEMDD projects. Information, materials, processes and techniques that will be continuously improved and disseminated in a variety of settings via the trainings, conferences and the applicant's website include lesson plans, arts integrated project modules, assessments, curriculum guide, coaching curriculum, training curriculum and student media art projects (pages 9-14).

Weaknesses:

This criterion was thoroughly discussed and I did not find any weaknesses.

Reader's Score: 10

Selection Criteria - Quality of Project Design**1. The Secretary considers the quality of the design of the proposed project by considering the following factors:**

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

(b) 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.

(c) 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:

(a) The applicant cites evidence from CAPE's PAIR AEMDD project found that when a teaching artist and classroom teacher integrated the arts into core subjects with support from action research, as in the proposed project model, student standardized test scores improved, the achievement gap was closed and teacher efficacy increased (Burnaford & Scripp 2012). The applicant also states that in a series of research studies compiled by Catterall, J.S., Dumais, S.A. & Hampden-Thompson, G. (2012), after school arts participation, such as the integrated lessons proposed in the proposed project model, was found to lead to high writing and science achievement, higher college aspiration and matriculation, and the choice of professional careers (page 20).

(b) The applicant states that 21st Century Schools supports rigorous academic standards by preparing third to eighth grade teachers to create and implement challenging lesson plans that integrate Common Core language arts and California Visual and Performing Arts (VAPA) standards with 21st Century skills framework. Common Core standards give the arts a central place and integrate engagement with the arts with technology and literacy skills. Common core instruction is aligned with, and strengthened by, integration of the 21st Century skills framework, with emphasis on creativity, critical thinking, communication, and development and flexible application of technology skills. 21st Century Schools Project will strengthen teacher awareness of the California VAPA standards in visual arts, including media arts. Most importantly, the project will build teacher capacity to support students in creating works of traditional and media arts and analyze, respond to and place in context works of art (pages 21-22).

(c) The applicant states that schools will plan for the following sustainability activities – integrated lessons, assessments and ongoing training will be included in each school's site plan, eighty percent of participating educators will plan continued integrated lessons activities after the project period. 21st Century Schools curriculum modules will remain in use at each school, both during and after school. Schools will plan for at least fifteen hours of ongoing arts integration

professional development each year. Ongoing partnership with Streetside Stories will occur at each site and will provide professional development and/or direct service to students during or after school (page 30).

Weaknesses:

This criterion was thoroughly discussed and I did not find any weaknesses.

Reader's Score: 30

Selection Criteria - Quality of Project Personnel

- 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.**

In addition, the Secretary considers the following factor:

The qualifications, including relevant training and experience, of key project personnel.

Strengths:

The applicant provides that one hundred percent of the project staff has deep experience working with education projects in under-resourced communities of color. The project team is intensely engaged in fostering opportunity for youth who live in low-income families and are limited by the achievement gap to exercise their full potential (page 31). The current key project personnel have the qualifications, including relevant trainings and experiences. Resumes are provided for key personnel.

Weaknesses:

The applicant does not indicate how key personnel vacancies will be advertised to underrepresented groups.

Reader's Score: 9

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project by considering the following factors:**

(a) 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.

(b) 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.

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

Strengths:

(a) The applicant indicates responsibilities of staff member(s) and key milestones, including responsibilities of each partner district and provides a monthly timeline for accomplishing project tasks for years one through four (pages 33-38).

(b) The applicant indicates that the Project Director will commit 30% percent of time to the proposed project, Project Manager and Project Education Manager – 37.5% FTE, 21st Century Coaches – 40 weeks and Project Evaluator – 8 weeks (page 38).

(c) The applicant indicates external evaluation data which includes summative reports with formative feedback, will be gathered at least once each year using varied methods, including student test data, student and teacher surveys, principal interviews and teacher lesson plan and assessments. Internal assessment tools will include action research assessments, qualitative internal student surveys, teacher, administrator and consultant feedback, internal staff observations and 21st Century coach self-assessments will be gathered for analysis multiple times each year. Partner school inputs, which will include district strategic plans and school site plans, will be gathered at the beginning of each project year (page 39).

Weaknesses:

(b) As stated in the selection criteria, the applicant does not reference a Principal Investigator under key project personnel.

Reader's Score: 23

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project by considering the following factors:

(a) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

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

Strengths:

(a) The applicant states that a summative and formative evaluation of the 21st Century Schools project examining the impact of arts integration teaching tools and programming on student performance at the third through eighth grade levels. The summative evaluation will examine (1) impact on student achievement (2) impact on literacy skills, visual and media arts knowledge and 21st Century skills (3) impact on teachers' capacity to plan and deliver arts integrated instruction and (4) and necessary components for replication of an elementary school arts integrated program. Formative evaluation activities will rely heavily on continuous feedback, which will begin in year one during the planning and pilot phase and continues throughout the project (pages 41-42).

(b) The applicant states in a chart that the data activities for Year One will include standardized tests, student and teacher surveys, Year Two will include standardized tests, student and teacher surveys, teacher lesson plans, teacher-developed assessments and results and principal interviews, Year Three will include program improvement data and Year Four will include standardized tests, student and teacher surveys, teacher lesson plans, teacher-developed assessments and results and principal interviews (pages 44-45).

Weaknesses:

This criterion was thoroughly discussed and I did not find any weaknesses.

Reader's Score: 10

Priority Questions

Competitive Preference - Priority Four - Technology

1. **Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.**

Strengths:

The applicant states that its tested model is centered on the use of digital tool and materials to improve teacher effectiveness and student achievement. (page 2),

Weaknesses:

The applicant did not fully discuss for CPP 4 specifically, how student achievement or teacher effectiveness is improved through the use of high-quality digital tools or materials. This criterion was thoroughly discussed and my score reflects my professional assessment of this section.

Reader's Score: 2

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