

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

Status: Submitted

Last Updated: 07/11/2014 03:39 PM

Technical Review Coversheet

Applicant: Arts Corps (U351D140010)

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. Quality of Project Design | 25 | 21 |
| Quality of Project Personnel | | |
| 1. Project Personnel | 10 | 10 |
| Quality of the Management Plan | | |
| 1. Management Plan | 20 | 15 |
| Quality of the Project Evaluation | | |
| 1. Project Evaluation | 20 | 19 |
| Sub Total | 100 | 90 |
| Priority Questions | | |
| Competitive Preference Priority 2 | | |
| Technology | | |
| 1. CPP: Technology | 5 | 5 |
| Sub Total | 5 | 5 |
| Total | 105 | 95 |

Technical Review Form

Panel #5 - Development & Dissemination Grant Program - 5: 84.351D

Reader #2: *****

Applicant: Arts Corps (U351D140010)

Questions

Selection Criteria - Need for Project

1. Please provide a brief summary and your scores for Question 1 - Need for Project in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

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

Strengths:

The applicant effectively describes the specific gaps and weaknesses in service and opportunities which have been identified and will be addressed by the proposed project. This is evidenced in detailing a program that will specifically serve grade six students who are at a critical period of structural change in transitioning from one school to another.

The proposed project is adequately structured to provide services to address the needs of 600 sixth graders at risk of educational failure. This is evidenced in a well-developed program that annually serves two high poverty middle schools (with two additional schools serving as the control groups.) The proposed high quality arts integration program addresses the academic needs of middle school students. The poverty and low achievement levels of the target population are aptly detailed. They reference the OSPI Report Card to identify that 70% of the target population are from low income families.

Weaknesses:

None

Reader's Score: 15

Sub Question

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

Strengths:

The proposed project is adequately structured to provide services to address the needs of 600 sixth graders at risk of educational failure. This is evidenced in a well-developed program that annually serves two high poverty middle schools (with two additional schools serving as the control groups.) The proposed high quality arts integration program addresses the academic needs of middle school students. The poverty and low achievement levels of the target population are aptly detailed. They reference the OSPI Report Card to identify that 70% of the target population are from low income families and 22% are English Language Learners. Page E 18

They adequately chart data clearly identifying the achievement and engagement gaps of the target population. For example the school represents a 62% academic achievement with Limited English Learners achievement at 19% American Indian at 39% and low income at 55%. The chart overtly exhibits the fact that grade six non low-income students achieved at 81%. Page E 20

The applicant effectively charts the demographics and needs of the schools which clearly evidence that Highline is

Sub Question

one of the highest poverty, most diverse and lowest performing school districts in the region. Page E 18

Weaknesses:

None

Reader's Score:

2. (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 asserts the program will address the specific gaps and weaknesses in service and opportunities in the delivery of arts education which have been identified and will be addressed by the proposed project. They specify serving grade six students who are in a critical period of structural change in transitioning from one school to another. They note that the district has reconfigured the grade levels of the schools where the elementary school was K-6 to a current K-5 school, a three-year middle school serving grades 6-9. They identify this as an at-risk experience and an opportunity to reinvent the middle school experience. The project will address the significant gap in access and delivery of arts education for students. Pages E 21, 22

They assert that one glaring gap to be addresses is providing arts integrated learning to all students. Previously students in the middle school had the opportunity to select one elective; however, remedial students did not have this opportunity since they were enrolled in remediation during the elective period.

Weaknesses:

None

Reader's Score:**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 likely utility of the products that will result from the proposed project, clearly indicate the potential for their being used effectively in a variety of other settings. This is indicated in detailing a program that will contribute important products including assessment tools and techniques to advance arts education and youth development. The program will provide a demonstration of an effective arts integration model for middle school grade which will serve to strengthen the delivery of and accessibility to standards based arts education in the target school and with dissemination procures will impact all Seattle Public Schools and neighboring school districts. Page E 23

The applicant indicates the project will develop assessed tools and strategies which are applicable to arts and youth development practitioners and policy makers. Page E 3

They clearly specify that at a national and international level the proposed program will break new ground in understanding whether and how arts-based strategies can foster academic mindset and how those affect concurrent and subsequent performance and close the achievement gap. Page E 24

Additionally, they indicate that by focusing the program on the particular period of adolescent development, the program will add significantly to a deeper understanding of the relationship between middle school transition, student development and arts integration. Page E 24

The applicant details the development of a sample curriculum, students' works and assessment to be marketed. In addition, the program will provide short video documents on key progress of academic engagement and academic made demonstrating how children learn and the program design. Pages E 25, 26

Weaknesses:

None

Reader's Score: 10

Selection Criteria - Quality of Project Design

Please provide a brief summary and your scores for Question 3 - Quality of Project Design in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

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

Strengths:

Overall the applicant details a high quality program design to address the needs identified.

Weaknesses:

While the applicant states the proposed program is a part of a comprehensive efforts, information is lacking that details the effort and identifies how the proposed initiative is correlated to it.

Information is lacking indicating instructional program component that support rigorous academic standards for students.

Reader's Score: 21

Sub Question

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

Strengths:

The proposed program clearly reflects up-to-date knowledge from research and effective practices. The program approach is project based learning around a complex problem to challenge the interest of students and motivational learning. They aptly cite the research of Beane in 1997. Page E 6

The applicant details the structure of the arts integration model by describing services which include a visual artist as a teaching artist placed in each of the two intervention schools to collaborate with every grade six language arts teacher with a visual arts teacher to oversee each of two 9-week project based units over the course of the school

Sub Question

year. Page 27

The applicant aptly reference up-to-date knowledge noting a significant correlation that art affects leaning and achievement across the curriculum specifically in reading. They document research in the field noting that high quality arts programs developed at the Center for Arts Partnerships and Columbia College in Chicago impact student learning and teacher effectiveness. Pages E 32, 33

They copiously detail research related to academic mindset asserting the proposed program will advance the research in developing the understanding of the relationship between improved academic mindset and performance across the curriculum. Page E 35, 36

Weaknesses:

None

Reader's Score:

2. (b) The extent to which the proposed project is supported by strong theory.

Strengths:

The applicant effectively details a well- designed proposed project that is supported by strong theory. This is evidenced in the Logic Model detailing the participants, the sixth grade students, the language arts teachers and the teaching artists. For example, they specify the outputs as 600 sixth grade students will receive 70 hours of integrated arts instruction during the school year. This is correlated to six days of professional development for staff and teaching artists. Pages E 41 -44

The long term outcome of the program will be evidenced in closing the gap related to negative experiences of grade six students' transitions through a shift in school culture. Page E 44

Weaknesses:

None

Reader's Score:

3. (c) 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.

Strengths:

The proposed program is a part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. They identify the teacher training component stating the program trains teachers in research- based methods and practices with quality arts integration and aligning the program curriculum with Common Core standards in arts as specified for the State of Washington. Page E 44

The applicant indicates that the core standards provide a road map for developing program units in reading, writing, speaking and listening as a part of the artistic process of creating, performing and responding. Page E 44

Sub Question

Weaknesses:

While the applicant states the proposed program is a part of a comprehensive efforts, information is lacking that details the effort and identifies how the proposed initiative is correlated to it.

Information is lacking indicating instructional program component that support rigorous academic standards for students.

Reader's Score:

4. **(d) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.**

Strengths:

The applicant details components of the program specifying the potential and planning for the incorporation of project purposes, activities, and benefits into the ongoing work of applicant beyond the end of the grant. They indicated that the program aims to create long term, sustainable partnerships that demonstrate how teaching artists and arts integration serve an important, enduring role in the school ecosystem. They identify a steering committee in each school who are dedicated to planning for the sustainability of the program. Page E 45

The specify that in each school that at least twice a year a meeting will be conducted convening the Arts Corps staff, school administrators and community stakeholders to develop a strategic plan for moving forward. The plan includes a source of funding for the program, and adjustment to the program model if needed. Page E 44

The applicant aptly identifies the nationally leading education funder including the Seattle based Raikes Foundation and the Gates Foundation to seek their investments in the program to promote academic mindsets and also to support successful middle school transitions They contend that in integrating arts education the project will open new avenues for funding efforts in the region . Page E 46.

Weaknesses:

None

Reader's Score:

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 clearly identified each key staff members and project personnel included their resume which identified relevant training and experience, of each key project personnel. Pages 47-50 and appendix

They aptly detailed the fact that their organization is an equal opportunity employer. They indicated that the hiring committee will reflect the diversity of the students. Page E 47

Weaknesses:

None

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

Please provide a brief summary and your scores for Question 5 - Management Plan in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

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

Strengths:

The applicant describes well developed procedures for ensuring feedback and continuous improvement in the operation of the proposed project. The evaluation plan is identified as based on rigorous adherence to quality and validity. The formative evaluation component is well documented with the goal of contributing important performance feedback to strengthen the quality of the program. The Summative evaluation is clearly described to draw on valid, objective measure of academic achievement, academic mindset and school engagement and behavior to provide evidence of promise which is import to the relationship between the arts integration intervention, academic mindsets, academic engagement and academic achievement

The applicant describes well developed procedures for ensuring feedback and continuous improvement in the operation of the proposed project. The evaluation plan is identified as based on rigorous adherence to quality and validity. The formative evaluation component is well documented with the goal of contributing important performance feedback to strengthen the quality of the program. The summative evaluation is clearly described to draw on valid, objective measure of academic achievement, academic mindset and school engagement and behavior to provide evidence of promise which is import to the relationship between the arts integration intervention, academic mindsets, academic engagement and academic achievement.

Weaknesses:

Information to identifying any procedures to ensure coordination and collaboration among the key members of the management team to ensure the overall attainment of the program goals was missing.

The applicant fails to identify any community members or parents to serve on the site committee or the advisory board.

Information is lacking that provides any procedure or protocol to ensure that each activity is accomplished within budget.

Information was not provided to substantiate the adequacy of time commitment for the project director and principal investigator. Given the array of responsibilities assigned to both positions, information is lacking to substantiate that 20% of a 35 hour week is appropriate and adequate for the Project Director and that 20% of a 30 hour week is appropriate and adequate for the Deputy Director. In addition, it is not clear how the Program Director will complete all assigned responsibilities in 30% of a 32 hour work week.

Information is lacking detailing strategies identifying anyone procedures for the consideration and analysis of feedback. In addition, they fail to identify the persons responsible for the discussion of data and decision making process based on the discussions of feedback.

Reader's Score: 15

Sub Question

- 1. (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.**

Strengths:

The applicant describes a management plan structure that appears to be focused to achieve the objectives of the proposed project on time and includes clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. They effectively chart the planning year detailing each milestone and noting the person responsible to oversee each activity and aligning it to the timeframe. In addition, they detail years 2, 3 and 4 of the program, identifying each milestone and aligning it to the staff person responsible for its accomplishment and coordinating it to a timeframe. Pages E 50-55

The applicant describes the development of an Advisory Board in the first year of the program. In addition, they describe developing a steering committee in each site. The roles of both committees are well detailed. Pages E 50, 51

An integral component of the program management plan is to work closely with the school district to finalize partnership agreements with the two treatment and two control middle schools; and convene the site steering committee and develop a site plan for each treatment school, and build capacity for program implementation. Page E 51

Weaknesses:

Information to identifying any procedures to ensure coordination and collaboration among the key members of the management team to ensure the overall attainment of the program goals was missing.

The applicant fails to identify any community members or parents to serve on the site committee or the advisory board.

Information is lacking that provides any procedure or protocol to ensure that each activity is accomplished within budget.

Sub Question

Reader's Score:

2. (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.

Strengths:

The applicant identifies the time commitments of some key project personnel which are appropriate and adequate to meet the objectives of the proposed project. For example, the Evaluation and Documentation Coordinator is scheduled to work full time, and to be hired to work the second half of the first year and then full time throughout the future three years. The Teaching Artists are also scheduled to work full time to accomplish program goals.

Weaknesses:

Information was not provided to substantiate the adequacy of time commitment for the project director and principal investigator. Given the array of responsibilities assigned to both positions, information is lacking to substantiate that 20% of a 35 hour week is appropriate and adequate for the Project Director and that 20% of a 30 hour week is appropriate and adequate for the Deputy Director. In addition, it is not clear how the Program Director will complete all assigned responsibilities in 30% of a 32 hour work week.

Reader's Score:

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

Strengths:

The applicant describes well developed procedures for ensuring feedback and continuous improvement in the operation of the proposed project. The evaluation plan is identified as based on rigorous adherence to quality and validity. The formative evaluation component is well documented with the goal of contributing important performance feedback to strengthen the quality of the program. The Summative evaluation is clearly described to draw on valid, objective measure of academic achievement, academic mindset, school engagement and behavior to provide evidence of promise which is important to the relationship between the arts integration intervention, academic mindsets, academic engagement and academic achievement. Page E 65, 66.

The applicant precisely details the treatment and control groups and random assignments made at the school level. They indicated that the treatment group sites will serve as the site for the formative evaluation and both sites for the summative evaluation. Page E 59

They clearly discuss creating and sharing students website, created by teams of sixth graders to showcase their arts integrated project work Page E 60

The applicant clearly designates that student survey will be administered in their primary language and that teacher survey will be administered on line. Page E 61

They identify using the Self Efficacy Questionnaire For Children to assess social skill development and academic

Sub Question

self-concept progress. Page E 60, 61

Weaknesses:

Details are lacking identifying any procedures related to the discussion of information following the analysis of data and feedback. In addition, the applicant fails to identify the person(s) responsible for engaging stakeholders or community members in a discussion of the data analysis reports.

Information is lacking identifying the decision making process that follows the data analysis. It is not clear which key management staff member is tasked with this responsibility.

Reader's Score:

Selection Criteria - Quality of the Project Evaluation

Please provide a brief summary and your scores for Question 6 - Project Evaluation in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

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

Strengths:

Overall, the applicant details a comprehensive evaluation, precisely responding to most of the component of the criteria.

Weaknesses:

Information is lacking to substantiate their selection of random assignments identifying two schools in the random and two in the control groups.

Reader's Score: 19

Sub Question

1. (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.

Sub Question

Strengths:

The applicant precisely details comprehensive methods of evaluation which 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. They aptly detail the longitudinal study of participants and multiple measures assessing cognitive and non-cognitive skills development. The methods of evaluation are research based and garnered from proven best practices. Page E 60-62

They clearly specify using data collection from the multiple measure and school records to formulate a measurement model featuring two major outcome domains. The academic achievement will be collected from the Washington State Smarter Balanced Common Core Assessment data in reading, writing and math and end of year school grades in the subjects. Additionally, a second domain will assess non cognitive or psychosocial outcomes associated with academic mindsets. These are integral in that the data results will support the learning that frequently characterizes the transition from elementary to middle school. In this domain the assessment encompasses school engagement or belonging, school behavior, achievement motivational and self-efficacy and the growth of mindset. Each of these is referenced to research. The components of the assessment model are effectively charted. Pages E 61-63

Weaknesses:

None

Reader's Score:

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

Strengths:

The applicant describes a comprehensive evaluation plan identifying methods of evaluation which will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. They indicated that following the first year of planning, each consecutive year will follow a pre post intervention format. They specify the formative evaluation will contribute to secure performance feedback to strengthen the quality of the program and the summative evaluation will draw on valid, objective measures of academic achievement, academic mindsets, school engagement and behavior. This data will position the research to produce evidence related to the impact investigation of the relationship between the arts integration interventions, academic mindset, academic engagement and academic achievement. Page E 66

Weaknesses:

None

Reader's Score:

3. (c) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)

Strengths:

The applicant comprehensively details methods of evaluation which produce evidence of promise. This is evidenced in a mixed method plan that includes objective measures of academic achievement, academic mindsets, school engagement and behavior. Data collected from the proposed initiative is detailed and will position the research to

Sub Question

produce evidence of promise related to the impact investigation of the relationship between the arts integration interventions, academic mindset, academic engagement and academic achievement. Page E 66

Weaknesses:

Information is lacking to substantiate their selection of random assignments identifying two schools in the random and two in the control groups.

Reader's Score:

Priority Questions

Competitive Preference Priority 2 - 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 describes a well develop project that is designed to improve student achievement and teacher effectiveness through the use of high-quality digital tools that will serve to prepare teachers to use technology to improve instruction.

Weaknesses:

None

Reader's Score: 5

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Technical Review Coversheet

Applicant: Arts Corps (U351D140010)

Reader #3: *****

| | Points Possible | Points Scored |
|--|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Need for Project | | |
| 1. Need for Project | 15 | 11 |
| Significance | | |
| 1. Significance | 10 | 10 |
| Quality of Project Design | | |
| 1. Quality of Project Design | 25 | 24 |
| Quality of Project Personnel | | |
| 1. Project Personnel | 10 | 10 |
| Quality of the Management Plan | | |
| 1. Management Plan | 20 | 16 |
| Quality of the Project Evaluation | | |
| 1. Project Evaluation | 20 | 19 |
| Sub Total | 100 | 90 |
| Priority Questions | | |
| Competitive Preference Priority 2 | | |
| Technology | | |
| 1. CPP: Technology | 5 | 5 |
| Sub Total | 5 | 5 |
| Total | 105 | 95 |

Technical Review Form

Panel #5 - Development & Dissemination Grant Program - 5: 84.351D

Reader #3: *****

Applicant: Arts Corps (U351D140010)

Questions

Selection Criteria - Need for Project

1. Please provide a brief summary and your scores for Question 1 - Need for Project in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

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

Strengths:

n/a

Weaknesses:

n/a

Reader's Score: 11

Sub Question

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

Strengths:

The applicant provides strong evidence of the need for the proposed project, as 2 of the 4 target schools are Tier II schools, and 70% of the schools are low-income and 22% are English Language Learners (p 2). Achievement gaps between low-income students, students of colors, and white, Asian, and non-low income students are significant (p 4), and Black, Hispanic, Native American, and Pacific Islander students have higher drop out rates (p 3).

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score:

2. (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 has shown moderate evidence of the specific gaps or weaknesses identified and the methods by which the proposed project will address them. The applicant identifies significant achievement gaps among students, as well as gaps in visual and theater arts instruction for students at the target schools (p 11) and gaps in

Sub Question

transition services into middle school, which the applicant’s research shows can have long-lasting effects on student achievement (p 22).

Weaknesses:

The application cites the gaps in arts education for the target schools and a district report regarding gaps in arts education (p 5-7). The application could be strengthened with more details regarding the amount of arts education targeted school students receive versus other schools within the region. Similarly, any data shedding light on the magnitude of the gap of these students’ access to arts institutions would also be helpful to understand the scope of the problem to be addressed.

Reader's Score:

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 has made a strong case for the utility of its products being used effectively in a variety of settings.

The project team envisions adding products and research into not only the importance of arts education for youth, but also its impact on academic mindset and other psychosocial factors (p 7) Such research will inform the county’s ongoing Road Map Project aimed at increasing college and career readiness (p 7).

The team proposes a final report that will include best practice information for numerous aspects of the implementation process (p 9), including sample curricula and student work. The applicant proposes to develop a short video, which appears to be designed to be a very helpful and instructive resource. The applicant also presents a detailed plan to disseminate project findings to local and regional educational colleagues and partners and at educational conferences (p 9-10).

The pilot has shown significant success already (p 14), with over a third of 6th and 7th graders who didn’t meet reading standards prior to the program but are now meeting them (p 17).

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score: 10

Selection Criteria - Quality of Project Design

Please provide a brief summary and your scores for Question 3 - Quality of Project Design in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

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

Strengths:

n/a

Weaknesses:

n/a

Reader's Score: 24

Sub Question

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

Strengths:

The applicant provides strong evidence of the up-to-date knowledge from research and effective practices to address the needs and problems of its schools. The applicant cites numerous studies, both historical and more current, about not only arts education's impact on overall achievement, but also on the critical importance of a smooth academic transition for student achievement (p 3, 8, 17, 20). Based on that research, the project adheres to many effective practices related to arts education and social skills development, including portfolio development, peer review and feedback, non-evaluative language, and student planning, choice, and modelling (p 13). The applicant offers a particularly persuasive argument for the link between arts skills and the fostering of academic mindsets (p 20).

The sample curriculum on pages 14-15 is a strong illustration of the project's multiple pathways to student academic and psychosocial growth.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score:

2. (b) The extent to which the proposed project is supported by strong theory.

Strengths:

The proposed project shows strong evidence of being supported by strong theory. The applicant proposes to draw on empirically-validated and successful models from the Center for Community Arts Partnerships and the Chicago Arts Partnership for Education (p 17).

The applicant offers an excellent, well-detailed logic model of short-, medium-, and long-term outcomes for teachers, students, and teaching artists that shows a deep understanding of the process and potential outcomes (p 25-28), some of which show evidence of promise based on other studies.

Sub Question

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score:

3. **(c) 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.**

Strengths:

The applicant provides strong evidence that the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards. The project is aligned with state and national Core standards, and it is aligned with two local ongoing efforts: (1) the Road Map Project to increase college and career readiness; and (2) the Seattle Creative Advantage project (p 29).

It is clear that teacher and artist-teacher professional development is a high priority, with financial and time resources set aside for this training (p 22, 28). Numerous opportunities for formative assessment, through classroom observation and co-teaching (p 22-23), will provide teachers with support. The applicant has 14 years of teacher arts professional development experience (p 24).

Weaknesses:

The application would benefit from a more explicit explanation of how its activities and goals tie to the other ongoing educational initiatives involving college and career readiness and creativity.

Reader's Score:

4. **(d) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.**

Strengths:

The applicant shows moderate evidence that the proposed initiative has the potential to be incorporated into the applicant's work beyond the grant period. The applicant plans to expand the program to additional sites after the grant period, and will utilize its trained teachers to support new teachers. The applicant hopes that the project's goals are aligned to other funders' goals that will encourage them to fund the program beyond the grant period.

Sub Question

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score:

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 strong evidence that their key personnel have relevant training and experience to this project. The applicant has a well-qualified staff with extensive experience in grants management, arts education, youth psychological development, and curriculum design. A liaison to the school district has experience with writing school board policy for arts instruction and thus understand the school system's priorities (p 31-34).

The applicant also has specific, detailed plans to reach out to a diverse group of potential applications through a variety of forums (p 30-31).

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

Please provide a brief summary and your scores for Question 5 - Management Plan in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

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

Strengths:

n/a

Weaknesses:

n/a

Reader's Score: 16

Sub Question

1. **(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.**

Strengths:

The applicant offers moderate evidence that the proposed management plan will meet the objectives of the initiative successfully and within budget. The structure of the management team, including an Advisory Board and Site Steering Committees, and the clearly-defined responsibilities of the project team members (p 39-41), show strong planning and insight. Along with the proposed timeline, they provide a strong sense of the interdependencies and responsibilities of the various team members.

Designating year one for planning shows a strong commitment to a solid foundation for this program, including clarifying roles and responsibilities and expectations of all partners (p 35-36). The programming years 2-4 show that multiple opportunities will be available for formative and summative feedback, including pre- and post-surveys of teachers and students, that will allow for ongoing fine-tuning of the process (p 37-38).

Weaknesses:

It is unclear how the various committee members, or the various committee themselves, will formally coordinate their work. Further, it does not appear that parents or community members will be included within the Site Steering Committees; their critical participation would strengthen the likelihood of buy-in and ultimate success of this initiative.

Reader's Score:

2. **(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.**

Strengths:

The applicant offers moderate evidence that the time commitments of the key personnel are appropriate and adequate to meet the objectives of the proposed project. The time commitments of the various personnel appear appropriate, with high expectations for the Creative Schools Manager and the Evaluation and Documentation Coordinator (p 41).

Weaknesses:

This project will demand a great deal of coordination and execution. The Program Director's role may require more of a time commitment to implementation to support the Creative Schools Manager.

Sub Question

Reader's Score:

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

Strengths:

The applicant offers moderate evidence of adequate procedures in place to ensure feedback and continuous improvement. The plans for continuous improvement appear reasonably well-developed, with 6-month and annual assessments utilized for the review of progress and consideration of program changes (p 42-43). The assessments will draw on feedback from multiple stakeholders, including teachers, students, staff, and artists.

Weaknesses:

It is unclear which group would make recommendations, authorize program changes, and oversee implementation of those changes to the program.

Reader's Score:

Selection Criteria - Quality of the Project Evaluation

Please provide a brief summary and your scores for Question 6 - Project Evaluation in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

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

Strengths:

n/a

Weaknesses:

n/a

Reader's Score: 19

Sub Question

- 1. (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.**

Strengths:

The applicant has provided strong evidence that the proposed objective performance measures are clearly related to the project's goals and will produce qualitative and quantitative data. The evaluation plan will provide objective quantitative and qualitative data that is strongly related to the project's intended outcomes of stronger student academic mindsets and increased academic achievement. The applicant will measure the effects of the program on academic achievement through five different measures as well as on numerous research-based psychosocial variables related to academic mindset, as exemplified in a clear and compelling chart on page 47.

Sub Question

Gathering data from teacher and student pre- and post-implementation surveys (p 45), as the project proposes, is an effective way to measure the effects of the proposed project.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score:

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

Strengths:

The applicant provides moderate evidence that the methods of evaluation will provide performance feedback and permit periodic assessments of project progress. The evaluation plan offers significant opportunities for formative and summative assessments, including formative observations and embedded assessments of student work (p 43-44). The 360 degree nature of the feedback sought (teachers, students, artists, administrators, other interested stakeholders) offers numerous points of view from which to measure the program's success.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score:

3. **(c) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)**

Strengths:

The applicant provides moderate evidence of the proposed evaluation methodology's ability to provide evidence of promise. The applicant proposes to randomly assign two of four schools (1 of each matched pair) to the experimental design and one as a control group in order to change the culture at the "test" schools.

Weaknesses:

While the proposed random assignment plan will give some sense of the overall school's experience, it may not provide as much rich data regarding the program's effects as a random sample at the student or cluster level. The randomization plan is not fully substantiated.

Sub Question

Reader's Score:

Priority Questions

Competitive Preference Priority 2 - 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 shows strong evidence of utilizing high quality digital tools or materials in professional development or to improve instruction. The applicant proposes student websites as part of the project, which will likely engage students in another arts education forum. The applicant proposes that the web pages include student portfolios and journals. Students will learn skills of modifying web pages, recording their personal and project goals online, and contributing public posts.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score: 5

Status: Submitted
Last Updated: 07/07/2014 02:51 PM

Status: Submitted

Last Updated: 06/13/2014 12:47 PM

Technical Review Coversheet

Applicant: Arts Corps (U351D140010)

Reader #1: *****

| | Points Possible | Points Scored |
|--|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Need for Project | | |
| 1. Need for Project | 15 | 12 |
| Significance | | |
| 1. Significance | 10 | 10 |
| Quality of Project Design | | |
| 1. Quality of Project Design | 25 | 23 |
| Quality of Project Personnel | | |
| 1. Project Personnel | 10 | 10 |
| Quality of the Management Plan | | |
| 1. Management Plan | 20 | 16 |
| Quality of the Project Evaluation | | |
| 1. Project Evaluation | 20 | 18 |
| Sub Total | 100 | 89 |
| Priority Questions | | |
| Competitive Preference Priority 2 | | |
| Technology | | |
| 1. CPP: Technology | 5 | 5 |
| Sub Total | 5 | 5 |
| Total | 105 | 94 |

Technical Review Form

Panel #5 - Development & Dissemination Grant Program - 5: 84.351D

Reader #1: *****

Applicant: Arts Corps (U351D140010)

Questions

Selection Criteria - Need for Project

1. Please provide a brief summary and your scores for Question 1 - Need for Project in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

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

Strengths:

Weaknesses:

Reader's Score: 12

Sub Question

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

Strengths:

The applicant presents the demographics of low income, diversity in student population including immigrants and refugees, and the low performing school of Highline Schools with graphics. They provided the statistics of achievement gaps among minority students and also highlights the importance of 6th grade (middle school).

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score:

2. (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:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any strengths.

Weaknesses:

In the application, there is no specific content discussed that would contribute to improve infrastructure or opportunities for the schools although the project claims to have plans.

Sub Question

Reader's Score:

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 project has an important initiative both at the local and the district levels. They will provide an effective arts integration model for middle school grades while they will develop assessment to measure the progress of school performance and school climate. In addition, the project lists the final evaluation report, video documents, and conference presentation to raise the students' performance and reduce the performance gap. , the project lists the final evaluation report, video documents, and conference presentation as importance.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. **Please provide a brief summary and your scores for Question 3 - Quality of Project Design in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.**

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

Strengths:

Weaknesses:

Reader's Score: 23

Sub Question

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

Strengths:

The proposed plan of action is based on the project-based learning theory, having a pilot plan, checking the artist-teacher collaboration, and ensuring cultural relevancy. The applicant includes a specific example of the curriculum, presents a well-prepared a program curriculum. In addition to improving academic achievement, the applicant plans to examine the non-cognitive factors such as sense of belonging, mindset, self-efficacy, and motivation as the target outcomes.

Sub Question

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score:

2. (b) The extent to which the proposed project is supported by strong theory.

Strengths:

The applicant shows a well-organized logic model with specific expected outcomes.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score:

3. (c) 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.

Strengths:

The applicant provides practical opportunities for teachers and administrators to integrate arts into core curricular through several profession development opportunities, paid planning sessions, classroom observations, co-teaching and collaboration opportunities that will strengthen teacher capacity to deliver project-based and arts-integrated lessons and assessments. Paying focused attention to language arts and arts, the project provides the roadmap for students to have improved performance, engagement and psycho-social attitudes.

Weaknesses:

There is no description of any specific procedures as how the project would help teachers to improve their teaching skills or knowledge.

Reader's Score:

4. (d) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

Strengths:

The applicant plans to invite the participating teachers to contribute their ideas to other sites which will have a long-term effect of the outcomes of the project.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score:

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 project director has multiple experiences of running funded projects and credentials in diverse areas. Key personnel of the project also shows diverse backgrounds such as financing, theater teaching arts, youth arts programming, curriculum and teaching visual arts, artistic and symbolic development, developmental psychology, and administration in public schools.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

- 1. Please provide a brief summary and your scores for Question 5 - Management Plan in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.**

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

Strengths:

Weaknesses:

Reader's Score: 16

Sub Question

- 1. (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.**

Strengths:

The applicant provides detailed timelines and responsibilities of key personnel and they are presented clearly.

Weaknesses:

The applicant failed to provide a clear description of their milestones to accomplish the project. Their timelines do not show any variation for each activity during the four years. There is no coordination meetings arranged to ensure that the project is ran smoothly.

Reader's Score:

- 2. (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**

Sub Question

project.

Strengths:

The time commitment of key personnel is clearly documented.

Weaknesses:

The time commitment of the project director and key personnel is not enough to meet the goals and objectives of the project. For example, the allotted time for the project director is 20% of a 35 hours/week which seems to be a very small amount of time to run the project effectively.

Reader's Score:

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

Strengths:

The applicant stated that the project would get feedback from the project evaluator via quarterly meetings.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score:

Selection Criteria - Quality of the Project Evaluation

- 1. Please provide a brief summary and your scores for Question 6 - Project Evaluation in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.**

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

Strengths:

Weaknesses:

Reader's Score: 18

Sub Question

- 1. (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.**

Strengths:

The applicant designed to match two types of schools (one pair of typical schools and one pair of Tier II schools) to examine the effect of the program by alleviating unbiasedness. They also planned to have regular formative assessments for the treatment schools and summative assessments for both treatment and control schools.

Sub Question

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score:

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

Strengths:

The formative assessment of the project creatively designs with classroom observations, student performance assessments, and student websites for the showcases.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score:

3. **(c) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)**

Strengths:

The final analysis is well designed with details and if well implemented, will produce evidence of promise.

Weaknesses:

The applicant plans to randomly assign students to the intervention and control groups. However, the feasibility of random assignment is questionable.

Reader's Score:

Priority Questions

Competitive Preference Priority 2 - 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 will help students to create web pages to promote students' mindset through the use of high-quality digital tools or materials.

Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers and I could not find any weaknesses.

Reader's Score: 5

Status: Submitted
Last Updated: 06/13/2014 12:47 PM