

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

Status: Submitted

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Technical Review Coversheet

Applicant: Eureka City Schools, A Unified District (U351D140088)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	14
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	18
Quality of the Project Evaluation		
1. Project Evaluation	20	17
Sub Total	100	92
Priority Questions		
Competitive Preference Priority 2		
Technology		
1. CPP: Technology	5	3
Sub Total	5	3
Total	105	95

Technical Review Form

Panel #9 - Development & Dissemination Grant Program - 9: 84.351D

Reader #1: *****

Applicant: Eureka City Schools, A Unified District (U351D140088)

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: 14

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 clearly demonstrates need for the project and describe services. All eight schools in the project are low performing schools. NCAIP will work closely with teachers and staff from Hoopa Elementary School, a K-8 on the Hoopa Indian Reservation that is a Tier 1 Persistently Low Achieving School (PLAS). In addition, NCAIP will work in seven other schools—six of which are on the list of California Department of Education Program Improvement (PI) schools (based upon unacceptably low student performance). Census data shows Humboldt's poverty rate ranks 48th out of 58 counties statewide (pg. 1). The Free and Reduced Price Meal rate of the schools is 73.6% (Abstract). More than 50% of single mothers with young children live in poverty. This isolated and impoverished region lacks resources available elsewhere. Many parts of our county do not have internet or even cell phone service (pg. 2). Academic data shows that over 425 EL students attend ECS K-8 schools. There is a 45 point gap in Gr. 3-8 ELA compared to the district average (pg. 4). The applicant, the North Coast Arts Integration Project (NCAIP) proposes to use multiple artistic mediums to serve over 3,000 K-8 students in eight schools. The proposed project outlines a comprehensive, coordinated arts education program that integrates the arts (visual arts, music, dance, theater, media arts, and folk arts) throughout both the K-8 humanities classes (ELA and history/social studies) and the STEM classes (Science, Technology, Engineering, and Mathematics). NCAIP aims to improve student success in mastering the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) by broadening and deepening arts learning, teaching, and integration in all K-8 classes (pg. 5).

Sub Question

Weaknesses:

The applicant does not provide any state level data to use as comparison to help demonstrate need.

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:

Gaps and weaknesses in services, infrastructure, or opportunities are identified through multiphase gap analysis that included interviews with teachers and administrators, analysis of test data as well as a review of district and university policies and activities (pgs. 6-8). Key gaps in service and causes of those gaps are cuts in funding and a mandated emphasis on ELA and math; limited offerings in the K-8 schools; and the rural geographic isolation. For example, overall funding in California schools is still recovering from the Great Recession. It is predicted that school funding levels are still three years away from getting back to pre-Recession levels. Thus resources will remain tight for the foreseeable future. Arts education programs in the elementary and middle schools have been drastically cut over the past few years as schools struggled with budget reductions, low test scores, high populations of Title I eligible students, student attendance issues, and the mandated emphasis on math and reading from the California State Department of Education brought on by the schools' Persistently Low Achieving School and Program Improvement status (pg. 6).

Weaknesses:

No weaknesses found:

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

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 will yield utility that is sufficient for use in a variety of educational settings. The project will develop, pilot and assess tools and techniques that are both usable and effective in a variety of settings by teachers, teaching artists and after school educators. These tools and techniques will be easily scaffolded for varying age and skill levels. For instance technology lessons, while particular to different grade-bands, will be designed to provide a point of entry for all students and teachers, no matter what their technological skill level (pg. 10). Some utility will include Gr. 3-8 Lesson Plans and Modules developed to integrate California Content Standards for the Visual and Performing Arts (VAPA), Common Core standards, and arts to teach students to use Common Core State Standards (CCSS) math, science and English practices. Once developed, piloted and reviewed, teachers in and out of the grant can use these integrated lessons directly in their classrooms (pg. 11). Gr. 3-8 Media and Technology Arts Integrated Project Modules, will integrate Visual and Performing Arts (VAPA) and Common Core State Standards (CCS) standards and provide teachers clear instructions in using digital media to facilitate deep learning about arts and teach students to use CCSS math, science and English practices (pg. 12). Other products will include lessons for afterschool educators; Visual and Performing Arts (VAPA), Common Core State Standards (CCS), and Next Generation Science Standards (NGSS) Aligned Assessments; a Professional Development Curriculum; and Instructional Coaching Curriculum (pgs. 12-14).

Weaknesses:

No weaknesses found:

“This criterion was thoroughly discussed and I did not find any weakness.”

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: 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 project is based on up-to-date knowledge from research and effective practices (pgs 15-20). The project design is informed by prior projects and studies that show strong evidence of effectiveness. For example, Lower grade professional development is based in part on the findings of the San Diego based Developing Reading Education with Arts Methods (DREAM) project, previously funded through the Arts in Education Model Development and Dissemination Grant Program. DREAM classrooms showed statistically significant increases in grades 3-5 state reading scores when compared to control classrooms (pg. 17). The project will also integrate a review process that combines Action Research and modified Lesson Study. Action research, defined by ASCD (formerly the Association for Supervision and Curriculum Development) as a disciplined process of inquiry conducted by and for those taking the action” is a key component of this process. Both action research and lesson study have as their goal to assist the educator to improve or refine his or her teaching through which participating teachers (pg. 19). These methods sufficiently demonstrate how the project reflects effective practice and up-to-date knowledge.

Weaknesses:

No weaknesses found:

“This criterion was thoroughly discussed and I did not find any weakness.”

Reader's Score:

Sub Question

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

Strengths:

The applicant provides a logic model to help demonstrated strong theory supporting the project (Appendix e93). The logic model is sufficient to demonstrate a rationale for the relationships among resources, activities, and intended results (Appendix).

Weaknesses:

The applicant presents no theoretical perspectives relating to their focus of the project to demonstrate support by strong theory.

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 presents information describing how the project is comprehensive in nature (pgs. 20-32). The integration project will serve over three thousand students a year in eight low-performing schools. To ensure project quality and fidelity, project services will be rolled out in two phases (pgs. 20-21). Each school will receive two years of coaching and support. The project goals project align with Absolute Priority and the GPRAs and are the basis from which the project design has been developed (pg. 22).

Weaknesses:

The applicant does not indicate if the project is part of any entity or district wide initiative to transform learning environments in schools to include successful and sustained arts integrated instruction.

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 presents information how the project has potential and planning for the incorporation of the ongoing work of the applicant beyond the end of the grant. The applicant will coordinate and integrate local, state, and federal resources to deliver high quality arts education programs and enrichment activities. Community, school, and university facilities, materials, expertise, technology, and equipment will be utilized to accomplish the project goals. By training teachers in eight schools the applicant will create a system of support and capacity (pg. 32). Additionally, at the program level, starting in 2015-16, a Program Sustainability Team comprised of project and district staff will hold quarterly meetings to identify non-grant means of extending the project and begin the process of identified key program components that can be sustained. The project director and other key project staff will serve on this team and will be tasked with developing a sustainability plan which can be shared with and eventually approved by the two districts' school boards (pg. 32). As the school level, each school will create a site team that will work closely with project staff. The site teams will include the site level coaches and form the foundation of site-level sustainability (pg. 32). Teacher professional development will help sustain the project at the teacher level.

Weaknesses:

A detail plan of sustainability for the project model is not described at the applicant level. Dissemination efforts will depend on the applicant's ability to secure resources to make available update project utility.

Sub Question

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:

Key personnel assigned to work on the project are clearly identified (pgs. 34-38). Staff will be comprised of a Project Director, an Art Scholar, an ELA Curriculum Coordinator, a Math Curriculum Coordinator, a Principal Investigator, and two Project Evaluators. The Eureka City Schools Assistant Superintendent will serve as project director. Staff is experienced and has training in the arts, arts education, teaching, and working with at risk students. Resumes in the Appendix support relevant qualifications. The applicant states Eureka City Schools, Klamath Trinity Joint Unified School District and Humboldt State University (project partners) are each equal opportunity, fair employment, Title IX compliant agencies. Because all are public agencies their policies and practices ensure all employment candidates have equal access to information about the hiring process and that they receive equitable treatment. The organizations encourage applications from members of underrepresented groups and enforce a nondiscrimination policy that addresses race, color, national origin, gender, age, and disability (pg. 35).

Weaknesses:

No weaknesses found:

“This criterion was thoroughly discussed and I did not find any weakness.”

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

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 presents a management plan that is adequate to help guide staff in the management of the project. A management plan timeline is described to guide staff in accomplishing major project tasks (pg. 41). It includes major project activities, persons responsible and time frames for completing activities. The Management Timeline will be expanded as the program is implemented. The Project Director will oversee the daily operation; chairing the Leadership Team; attending site level meetings; communicating with project stakeholders; managing the budget; preparing contracts; and preparing all documentation and required reports for the Dept. of Education (pg. 39). She will also serve as a liaison between the schools and the districts.

Weaknesses:

Milestones for ensuring project activities are accomplished are not described on the management timeline. Some time frames for completing tasks are broad in nature.

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 time commitments of the project director and other key staff are specified by the applicant (pg. 40). For example, the time allotment for the project director is 15%. The two Project Curriculum Coordinators will devote 100% (1.00 FTE) of their time to the project (Budget Narrative). Two full Curriculum Coordinators will have the time and support to carry out duties in an efficient manner.

Weaknesses:

No weaknesses found:

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

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 outlines sufficient activities that will yield feedback on the project and allow for continuous improvement in the operation of the project. Ongoing feedback and program review procedures are integrated into the project from the program leadership to student level (pgs. 43-44). The Leadership Team will meet monthly (weekly at first) and focus on the whole program. The Site Level Teams will focus on the individual schools. The teams will meet twice a month for approximately an hour to review project progress, student needs and review input from a variety of stakeholders. The Site Level Team will provide a group process for defining problems, reviewing progress, setting goals, and evaluating student outcomes. The director and coordinators will attend the meetings so grant leadership is aware of each site's needs and so the project is able to bring additional support to the sites in a timely manner. Teacher Teams will focus on individual curricular projects and be the level at which Lesson

Sub Question

Study/Action Research (LS/AR) takes place. The teams will meet on a weekly basis while .conducting LS/AR and follow established LS/AR procedures.

Weaknesses:

No weaknesses found:

“This criterion was thoroughly discussed and I did not find any weakness.”

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:

N/A

Weaknesses:

N/A

Reader's Score: 17

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 outlines an evaluation plan that is adequate to yield both quantitative and qualitative data on the success and impact of the project. A qualified external evaluator will oversee data collection and analyze school and student performance data as it becomes available. The study will be a quasi-experimental design in which achievement of students from a set of representative classrooms and schools receiving the treatment is compared to achievement of students from a set of similar classrooms and schools which are not receiving the treatment (pg 50). Further, the project evaluation will consist of formative and summative approaches and a quasi-experimental design(pg. 45). Each program goal's measure lists the data source by which the goal will be measured. These are sufficient. 2015 data will serve as our baseline student level data (though for the purpose of school-to-school baseline comparisons 2012 and 2013 CST data will be used). This is due to a transition from the old California Standards Test (CST) to the CCSS aligned Smarter Balanced Assessment (SBAC). Qualitative data will be gathered more holistically through interviews, surveys and perhaps most importantly at the site-level and LT meetings (pg. 41). Control schools will be identified using the California Department of Education's Similar Schools List (pg. 48). The project evaluation will assess progress at multiple levels: Program level progress as measured by attainment of benchmarks; Effectiveness of Professional Development as measured in four dimensions; Treatment vs. Control school comparison using state assessment data; Student achievement measured using ELA and Math CCSS assessment data; Program level: The program evaluation will be guided by three program evaluation questions derived from a model developed at the University of Vermont (pg. 49).

Sub Question

Weaknesses:

Limited information is provided on some of the proposed measures outlined for use in the evaluation. For example, observations and surveys will be conducted; however not information is presented on what will be surveyed or what will be observed.

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 how methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. The progress monitoring system will provide quantitative data like student grades, state test data and attendance. Qualitative data will be gathered more holistically through interviews, surveys and perhaps most importantly at the site-level and LT meetings. Teachers, program staff and principals will also be interviewed to gather their judgment of the program's progress (pg. 47). The project will collect both student and project data and report it quarterly to the Leadership Team. This regularly collected data will be the basis of ongoing in-year formative assessment through which the Leadership Team will identify implementation problems as they occur, and assure prompt feedback so that adjustments can be made.

Weaknesses:

No weaknesses found:

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

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 presents a viable explanation on how the project will produce evidence of promise. The study will be a Quasi-Experimental Design in which achievement of students from a set of representative classrooms and schools receiving the treatment is compared to achievement of students from a set of similar classrooms and schools which are not receiving the treatment. Exploration of the effect of the model on student achievement after one year of the program (based upon change from baseline), will show effect in student achievement, thus available information on an effective models for arts education that integrate the arts with standards-based education.

Weaknesses:

The applicant does not elaborate on its use of multiple teachers in the proposed evaluation design which may affect the results of the proposed evaluation, thus, have impact on evidence of promise.

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 project meets Competitive Priority #2. will provide intensive training to teachers in the use of technology to improve instruction and student achievement. This focus on technology will support the absolute priority of integrating and strengthening arts instruction to improve student academic performance (pg. 1). The project will provide ongoing, job-embedded Professional development in media arts and technology integration. The International Society for Technology in Education's (ISTE) teacher standards will guide technology-focused PD to help teachers master computers/technology concepts, personal/professional use, and applications in instruction. Each school will receive a portable Media Arts i-Pad Lab to support integrated lessons. After reviewing the schools' technology infrastructure and equipment it was clear that while the schools had (or were investing) in new Chromebook-type computers (needed for students to take the new state tests) there was a lack of tablet type devices. Further, The development of Gr. 3-8 Media and Technology Arts Integrated Project Modules: Like the lesson plans these adaptable lessons and modules will both integrate Visual and Performing Arts (VAPA) and Common Core State Standards (CCSS standards and provide teachers clear instructions in using digital media to facilitate deep learning about arts and teach students to use CCSS math, science and English practices. The modules will involve media arts projects like a digital stories and books, participatory photography essays, or podcast. Due to the use of technology in modules will need to be multi-day and multi-week and include instruction in the use of commonly available technology in addition to the arts-focused instruction (pg. 12).

Weaknesses:

The applicant does not present a detailed description of o high-quality digital tools or materials that will be utilized on the project to help improve student achievement when project teachers receive professional development at school sites in technology. A statement of provision not adequate to fully demonstrate the Priority.

Reader's Score: 3

Status: Submitted
Last Updated: 06/17/2014 02:45 PM

Status: Submitted

Last Updated: 07/06/2014 09:55 PM

Technical Review Coversheet

Applicant: Eureka City Schools, A Unified District (U351D140088)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	14
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	17
Quality of the Project Evaluation		
1. Project Evaluation	20	17
Sub Total	100	92
Priority Questions		
Competitive Preference Priority 2		
Technology		
1. CPP: Technology	5	3
Sub Total	5	3
Total	105	95

Technical Review Form

Panel #9 - Development & Dissemination Grant Program - 9: 84.351D

Reader #3: *****

Applicant: Eureka City Schools, A Unified District (U351D140088)

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:

NA

Weaknesses:

NA

Reader's Score: 14

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:

If funded, this project will be conducted in eight schools in the Eureka City Schools and Klamath Trinity Joint Unified Schools districts. The proposal makes a clear case that these schools serve students at risk for educational failure. For example, the communities appear to be struggling with regards to increased crime rates and higher than average rates of child abuse cases (pp. 2-3). Large percentages of students are performing below proficiency in both English/language arts and Math, particularly in Kalamath Trinity schools (p. 4).

Weaknesses:

Although Kalamanth Trinity schools are, on average, performing very poorly (e.g., 72% of students below proficient in English/language arts), no comparative statewide data was provided to contextualize the Eureka schools' performance. For example, it is unclear whether or not the 39% of students in Eureka schools performing below proficient in math is below statewide averages.

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 proposal described efforts to assess specific gaps and weaknesses in services using a multiphase gap analysis (p. 6). The analysis identified gaps related to funding (e.g., very little school-based arts resource) (p. 6) and a lack of teacher training (p. 7). Overall, clear gaps in both services and infrastructure are present.

Sub Question

Weaknesses:

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

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 proposal outlines a series of products resulting from the project that are aimed at both increasing student and teacher performance during the grant, but also later use for replication of the program. For example, on page 11, the proposal describes lesson plans and modules that will integrate arts education into math, science, and English courses.

Weaknesses:

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

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 proposal directly links the program and evidence of effectiveness from previous studies. For example, on page 18 the authors' make a connection between the proposed project, work of the Developing Reading and Arts

Sub Question

Methods (DREAM) program, and the DREAM programs' impacts on early literacy. Overall, a number of relevant and connected citations were provided making a clear connection between the project and up-to-date research.

Weaknesses:

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

Reader's Score:**2. (b) The extent to which the proposed project is supported by strong theory.****Strengths:**

The proposal indicates that the project will be based on action research and modified lesson study (p. 19) and justified using these two approaches, along with coaching, via the work of Hattie (2013), who found large effect sizes for each.

The proposal included a complete and adequate logic model on page e93.

Weaknesses:

More detail should be provided about each of the key foundational theories, particularly lesson study. A brief, but descriptive summary of the modified lesson study would be helpful.

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 proposal indicates that the project is comprehensive as (a) most teachers in all schools will receive professional development, (b) the program includes both after school programming and the arts community in Eureka/Arcata, and (c) strengthens and expands the existing relationship between the districts and the university partner (pp. 20-31).

Weaknesses:

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

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 proposal indicates that a "program sustainability team" (p. 32) will be created and tasked with developing a sustainability plan for each district.

The authors also describe a comprehensive dissemination plan to ensure access and potential replication. For example, on page 34, the authors describe how they will leverage the Brokers of Expertise website to disseminate information about the program.

Sub Question

Weaknesses:

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

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 proposal describes a clear nondiscrimination policy to ensure equality of practices (p. 35). The authors also indicated that they will encourage applications from members of underrepresented groups and describe a plan to recruit diverse applicants on page 35.

Overall, the project personnel appear to have the experience necessary to complete the project. The assistant superintendent of Eureka Public Schools serving as the project director will ensure district-level compliance and the Humboldt State University faculty appear to have the necessary training to conduct the evaluation and lead the curriculum development process.

Weaknesses:

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

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:

N/A

Weaknesses:

N/A

Reader's Score: 17

Sub Question

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 proposal includes job descriptions for each key personnel detailing general responsibilities as part of the project (pp. 39-40). The proposal also includes a comprehensive table of activities, persons responsible and timelines on page 41.

Weaknesses:

The project provides adequate detail relevant to defined responsibilities and timelines, but the proposal does not include enough detail related to objectives and milestones to be met.

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 project director is contributing 15% effort to the project (p. 39) to oversee grant activities and will be supported by two full time English language Arts and Math curriculum coordinators to ensure effective arts integration (p. 40). The university faculty will be provided with course buy-outs to complete requisite tasks (p. 43)

Weaknesses:

The specific time commitments for each university-based personnel should be clearly articulated. Course buy-out is appropriate, but a specific FTE figure is necessary to judge the adequacy of the time-commitments to ensure project completion on time and on budget.

Reader's Score:

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

Strengths:

A clear plan for meeting and reviewing data to ensure successful implementation is described on page 43 and 44. For example, the Site level teams will meet twice a month to review site-specific data and evaluate student outcomes (p. 44).

Weaknesses:

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

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:

N/A

Weaknesses:

N/A

Reader's Score: 17

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 authors include a table of goals, objectives, and measures that will be used to assess whether or not the objective was met (p. 45-46). The table provides information that links specific measures to specific goals. For example, Goal 3 aimed at improving student engagement will be assessed using the California Healthy Kids Survey (p. 46).

Weaknesses:

Although the proposal connects objectives to proposed measures, the authors do not provide enough detail to assess the adequacy of all proposed measures. For example, the authors indicate that annual student surveys will be developed (p. 46), but it is unclear what items will be included and how they will connect to objectives. In addition, the proposal describes using classroom observations in Goal 3 but does not describe observations as a measure. If classroom observations will be used, a description of the approach and possible items should be included. Lastly, the description of the measurable objective for Goals 1 and 2 need more clarification.

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 authors' indicate that the evaluator will collect both quantitative and qualitative data daily, weekly, monthly or quarterly as needed for reporting to key project personnel ensuring periodic assessment of progress (p. 46). The evaluators will also develop both formative assessment reports and a summative assessment report describing program effects for performance feedback (p 47).

Weaknesses:

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

Sub Question

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:

As described, the project may result in evidence of promise. The quasi-experimental design study will identify control schools using the Academic Performance Index to ensure baseline equivalence. The evaluators propose to model the odds of students being proficient in each of the academic content areas controlling for teacher- and school-effects (p. 50).

Weaknesses:

The description of the research design and analysis does not describe how the evaluators will address the delayed treatment as schools will be introduced in a staggered manner (p. 21-22). The proposal also does not address construct differences for elementary and middle schools (i.e., the intervention will look differently in elementary school compared with middle and aggregating students in the models may not be have face validity). Lastly, the evaluation describes using a three-level logistic model, but does not account for the multiple teacher effects, particularly for students in middle school that have multiple teachers. The students will be nested in multiple teachers and should the cross-classified effects should be addressed in the models.

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 proposal indicates that teachers will utilize technology in their practice as tools to increase student engagement (p. 1)

Weaknesses:

Technology does not appear to integrate technology into the model as a core component and does not connect the use of technology to increasing student achievement.

Reader's Score: 3

Status: Submitted
Last Updated: 07/06/2014 09:55 PM

Status: Submitted

Last Updated: 06/17/2014 07:37 PM

Technical Review Coversheet

Applicant: Eureka City Schools, A Unified District (U351D140088)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	14
Significance		
1. Significance	10	10
Quality of Project Design		
1. Quality of Project Design	25	25
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	20	18
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Sub Total	100	95
Priority Questions		
Competitive Preference Priority 2		
Technology		
1. CPP: Technology	5	5
Sub Total	5	5
Total	105	100

Technical Review Form

Panel #9 - Development & Dissemination Grant Program - 9: 84.351D

Reader #2: *****

Applicant: Eureka City Schools, A Unified District (U351D140088)

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:

NA

Weaknesses:

NA

Reader's Score: 14

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 cites demographic data to describe the needs of the city and students as the rationale for the selection of the Eureka School District. Data facts are provided for the reviewer to understand the socio-economic context of the district, students, families and community. It is a rural area with high levels of poverty, specifically noted is the high percentage of mothers and children living in poverty and the number of instances of child neglect and abuse. The target area includes an Indian Reservation. The applicant provides statistical data for contextual understanding of the obstacles that hinder student success, such as crime, including sex offenders and drug abuse. The applicant reports the adult educational attainment is low and the unemployment rate is high. Student behavioral patterns are described as high truancy resulting in poor student attendance. The applicant identifies the schools selected for services as Title I Schools with Persistently Low Achievement. Students scored in the low percentile on the California Achievement Test and the student population includes a significant number English Language Learners.

Weaknesses:

The applicant provides demographic data without providing other information for a comparative analysis. The applicant cites the data reference is from the U. S. Census, without the inclusion of a date for validity or relevance

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.

Sub Question

Strengths:

The applicant describes the gaps and weaknesses as lack of Art Education Programs in the community to provide access to arts initiatives. Also cited is the burden on the community to withstand financial cuts and decreases in the school budget which eliminates essential resources such as sufficient, certified teacher personnel to ensure all students receive a quality education. The system has deleted cultural influences as well which are significant factors that contribute to educational disparity in the system.

Weaknesses:

The criterion was thoroughly discussed and I did not find any weakness.

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 proposed to develop lesson plans and teaching tools to address the academic needs of the student population. A plan was described to pilot test products with teachers to assess the impact on student performance prior to selecting products. The applicant proposes to act on the premise of the best fit for the students and the alignment with the National Common Core Standards. The lessons demonstrate the integration of technology and culture to improve student achievement. The project would most likely create tools, products, and materials for maximum utility in other settings.

Weaknesses:

The criterion was thoroughly discussed and I did not find any weakness.

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:

NA

Weaknesses:

NA

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 cites current and relevant research to support the project design with scholarly sources that included national studies and refereed journals. The applicant provides a fully developed, comprehensive plan demonstrating anchored by scholars with expertise with the student population and needs to improve student performance. The applicant demonstrates leveraging funding to ensure a customize fit for the target population. Significant components of the project design included Coaching Techniques and Curriculum Development that extend into the after-school program to address math, science and English Learners. The project design demonstrates alignment to the National Common Core Standards and it has connections, internal and external, to the school and community. The University is one of the leaders of the project and it is also a feeder to the school system of teachers and administrators. The University partnership demonstrates an effort to ensure that the project will practice teaching methods that are evidence based and training will be current for teachers and administrators based on scholarly research.

Weaknesses:

The criterion was thoroughly discussed and I did not find any weakness.

Reader's Score:

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

Strengths:

The applicant describes the theoretical framework as a paradigm shift from the focus on teacher performance to student achievement with specific intentions in disciplines of English, Math and Science. Concentrated efforts and practices are geared to enforce the concepts of valuing evidence in English, and in Math and Science increasing skills in constructing viable arguments and attending to precision. Through the application of a pilot phase, the applicant will implement the hands-on approach, lesson study, formative assessment and instructional coaching. It is apparent that the applicant intends to implement secure a customize fit of theory, practice and product to ensure student achievement.

Weaknesses:

The criterion was thoroughly discussed and I did not find any weakness.

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 demonstrates a project design to assess goals, objectives and outcomes to improve student performance. The project design is comprehensive, including a pilot phase to test lessons, materials and products prior to implementing the lessons into the mainstream of the population. The check and balance procedure is vital to the total successful implementation of the project. The process demonstrates a supportive environment for communication and training for teachers and student learning. The integration of the coaching techniques in the teacher training creates an atmosphere of valued communication with opportunities for program modifications without penalty. The project design also includes a logic model, formative and summative assessments with training and assurances for the implementation of best practices in lessons and technology. The plan includes project activities, orientation of schools, summer institutes with timelines and a Dissemination Plan of Findings.

Sub Question

Weaknesses:

The criterion was thoroughly discussed and I did not find any weakness.

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 university provides a host of resources to the project, including leadership, training, personnel, and financial resources of other grants. The research opportunity will contribute to the existing body of knowledge to support student learning and teacher performance with Native American culture. Given the existing collaborative partnership, the project has the factors to continue beyond the termination of the grant.

Weaknesses:

The criterion was thoroughly discussed and I did not find any weakness.

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 presents a thorough response to policy including descriptions of existing staff, a plan for recruitment and advertising with credentials of existing personnel with an example of positions to be announced (TBA). The applicant also provided demographic data on existing staff as an example of practice and policy re-enforcement.

Weaknesses:

The criterion was thoroughly discussed and I did not find any weakness.

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:

NA

Weaknesses:

NA

Reader's Score: 18

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 to achieve the proposed goals and objectives within the perimeters of the grant regulations. It is an organized structured model with fiscal and program record management to ensure federal guidelines are enforced and the integrity of the project is maintained. Activities, responsibilities, and timelines are clearly defined

Weaknesses:

The criterion was thoroughly discussed and I did not find any weakness.

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 identified personnel is appropriate, the credentials correspond to the assignments and the allocations of time and effort. The applicant provides a clear description of the task, roles, responsibilities and commitment to the project in detail.

Weaknesses:

The criterion was thoroughly discussed and I did not find any weakness.

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 also cites an evaluation plan with bench marks and target numbers along with reporting points and communication loops for feedback. The applicant has a plan for dissemination of findings to ensure public access to the information by other entities to contribute to the existing knowledge base.

Weaknesses:

The applicant did not clearly explain the procedures for modification of the program would be implemented. For example, the applicant cited the coaching strategy would support the training of the teachers without describing methods of changing teaching behavior. Another example is the applicant cited the implementation of a pilot without describing the procedures or criteria to determine success. The inclusion of the procedures would ensure that the modifications and adjustments would be enforced as a practice in the program operations.

Sub Question

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:

NA

Weaknesses:

NA

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 describes an evaluation plan with objectives and assessment measures to appropriately evaluate the outcomes of the project. The applicant proposes to utilize the quasi-experimental design with quantitative and qualitative measures. The logic model is incorporated for formative and summative evaluations throughout the project period at specific assessment points for program modifications and adjustments. The target populations are clearly identified with bench marks for achievement. The project is position to provide performance measures.

Weaknesses:

The applicant did not provide adequate benchmarks for certain measurements. More detail is needed to clarify bench marks and targets for assessments.

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 evaluation plan includes opportunities for communication and a feedback loop for continuous program development. Events for feedback are formal and informal, as well as frequent and diverse with all entities of the project. For example, the feedback exchanges exist between teachers and coaches, principals and teachers, university and teachers, and students and teachers. The applicant also cites reports, meetings and the dissemination plan of findings as events of communication and feedback.

Weaknesses:

The criterion was thoroughly discussed and I did not find any weakness.

Sub Question

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 describes a comprehensive project with components to identify performance measures with data integrity to support the improvement of teaching and learning, with a cultural infusion for Native American children. The applicant presents a strong case to demonstrate the potential for promise of replication for other educational entities. The results of the research would contribute to the body of the limited knowledge on this population relative to student achievement.

Weaknesses:

The criterion was thoroughly discussed and I did not find any weakness.

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 integrates technology throughout the project. The applicant cites the technology tools as Ipads, digital tools, digital cameras, iMovie, draw, art software. Technology is significant to the implementation of the project design.

Weaknesses:

The criterion was thoroughly discussed and I did not find any weakness.

Reader's Score: 5

Status: Submitted
Last Updated: 06/17/2014 07:37 PM