

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

Status: Submitted

Last Updated: 08/04/2011 01:15 PM

Technical Review Coversheet

Applicant: Clark County School District -- Fine Arts Department Curriculum & Professional Dev
(U351C110040)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Summary Comments		
Summary Comments		
1. Summary Comments	0	0
Sub Total	0	0
Selection Criteria		
Significance		
1. Significance	10	8
Quality of the Project Design		
1. Project Design	10	6
Quality of Project Services		
1. Project Services	20	13
Quality of Project Personnel		
1. Project Personnel	10	5
Quality of the Management Plan		
1. Management Plan	20	13
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	75
Priority Questions		
Competitive Preference Priorities		
Enabling More Data-Based Decision-Making		
1. Decision-Making	10	10
Strong or Moderate Evidence of Effectiveness		
1. Evidence of Effectiveness	10	8
Sub Total	20	18
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	0
Sub Total	0	0
Total	120	93

Technical Review Form

Panel #2 - Panel - 2: 84.351C

Reader #1: *****

Applicant: Clark County School District -- Fine Arts Department Curriculum & Professional Dev
(U351C110040)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

The applicant presents a project that has potential to deliver professional development to prepare teachers to design and implement standards-based, integrated curriculum based on the enduring ideas integrated approach to teaching.

Weaknesses:

The applicant does not present a clear connect on the integration of curriculum standards into the model specified for the project.

Reader's Score: 0

Selection Criteria - Significance

1. (a) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

(b) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

(a) The applicant presents information that indicates that the project will likely build capacity to provide improved services to the target population (Abstract and pages 1-4). The proposed project will provide professional development (professional development) and other support to enable and strengthen standards-based integrated instruction, including arts education and to ensure that all students meet national and State standards in arts and academics. The project's conception and design was guided by an effort already proven to be a successful effort, and also by research such as the Transforming Education through the Arts Challenge (TETAC), initiated by the National Arts Education Consortium (NAEC). Teachers have reported that TETAC had a positive impact on students' thinking skills and levels of engagement/motivation. Integrated instruction also helped students make connections across content; promoted creativity; encouraged fluent writing, and prompted better questions. Project participants will be trained in the provision of integrated instructional programming for students of various cultural and linguistic backgrounds. The purpose of the PDAE Program is to strengthen standards-based integrated instruction, including arts education and to ensure that all students meet national and State standards in arts and academics.

(b) The applicant presents some reasonable strategies on how it will disseminate project products to those interested in using the information. Model units created by project participants will be posted on an online Teacher Tool Kit. The Tool Kit will be a clearinghouse for integrated units and a discussion forum for educators on related topics (page 4). Additionally, documented increases in student achievement and/or student engagement in the project participants' classrooms will result in local recognition (i.e., dissemination) of the arts as a critical element of instruction and in more participation in PD focused on integration. Project partners will help share project success stories (page 4).

Weaknesses:

(a) No weaknesses noted.

(b) The applicant does not elaborate on how project partners will share project success stories as one of the strategies for disseminating information on the project success.

Reader's Score: 8

Selection Criteria - Quality of the Project Design

1. The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Strengths:

The applicant presents a project design that has a sufficient foundation that will help ensure increased capacity and yield results beyond the period of federal assistance (pages 1-8). The primary intent of this project is delivering professional development to prepare teachers to design and implement standards-based, integrated curriculum based on the Enduring Ideas integrated approach to teaching, which identifies human commonalities (e.g. identity, communications, and relationships) through over-arching themes such as integration, inquiry-based learning, and meaningful assessment. Efforts will build local capacity by developing teacher leaders to promote the benefits of integration and educate colleagues about this approach; fostering collaboration; increasing student engagement and learning; positively impacting school climate so that the arts are recognized as a critical component of the instructional program. Major grant activities will include ongoing professional development.

Weaknesses:

The applicant fails to present a clear connection between the Curriculum Based on Enduring Ideas and National and Nevada Visual Art and Music Standards and Common Core State Standards for Academics. For example, it is not clear how the standards are integrated into the curriculum or the emphasis that is place on the standards in the curriculum.

Reader's Score: 6

Selection Criteria - Quality of Project Services

1. (a) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(b) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(c) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Strengths:

(a) The applicant outlines services the project will provide to its diverse student population, to include delivery of professional development on best practices, standards, curriculum design/delivery, and authentic assessment; and facilitating collaboration so that learning can extend across subjects.

(b) The applicant describes professional development services to be provided by the project (pages 9-10). In order to achieve project goals, 60 hours of professional development will be offered in the initial year to include: best practices; Curriculum Based on Enduring Ideas; and, National and Nevada Visual Art and Music Standards and Common Core State Standards for academics. Participant needs will be carefully assessed to determine training content beyond the first year. The aim of all professional development is that project participants will deepen their understanding of integrated instruction and the teaching and learning process.

(c) The applicant presents information that is reasonable to support the likelihood that the project services will lead to improvement in student achievement (pages 1-5, page 10). The project is likely to lead to some improvement in student achievement due to the fact that its foundation is a model of, and guided by research from the Transforming Education Through the Arts Challenge (TETAC), initiated by the National Arts Education Consortium (NAEC). TETAC is a large, national project resulting from funding provided by Walter Annenberg that discovered that integrated instruction can help meet the needs of students, especially those at risk of failing, including children from low-income families, those who speak English as a second. The applicant states that the TETAC report illustrates an integrated approach to learning, with instruction linking to the human experiences of the learner, will lead to improvements in learning and thinking. The district's field-testing of the approach is stated as showing increases in activities that are indicators of learning.

Weaknesses:

(a) The applicant does not provide adequate information to support efforts to ensure equal access and treatment. Specific strategies are not specified, although the applicant realizes it has a diverse population of individuals participating in the project.

(b) The applicant does not present information that supports the quality, and intensity of the professional development and training to be provided on the project. For example, details on the best practices; Curriculum Based on Enduring Ideas; and, National and Nevada Visual Art and Music Standards and Common Core State Standards for academics training is not presented, nor is it clear how 60 hours is adequate to present the information needed. Additionally, no follow-up trainings are described.

(c) The applicant does not describe detailed, quantifiable data to support student academic gains from the TETAC Report, or the gains from the district's field test.

Reader's Score: 13

Selection Criteria - Quality of Project Personnel

1. **(a) 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.**

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

(c) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Strengths:

(a) The applicant outlines its intent and pledge to adhere to the CCSD Policy #4110 (i.e., Affirmative Action/Equal Opportunity Employer Policy). An example of how CCSD encourages individuals of diverse backgrounds to apply for

employment is a practice of targeted recruitment for high-needs areas at colleges/universities where graduates are predominately minority (pages 10-11).

(b) The applicant identifies key staff that have appropriate experience, training, and expertise to work on the project (page 11-14 and Resumes in the Appendix). The district has selected the Coordinator of Fine Arts to serve as Project Director for the project, and the district Project Facilitator for K-12 Fine Arts as Project Manager. An experienced staff member has designed the project evaluation. Identified staff have experience and training in the areas of administration and arts education (page 11 and Resumes in the Appendix). Additionally, a Grants Coordinator from the district's Grants Development & Administration Department will be tasked with monitoring spending, ensuring that expenditures are allowable/allocable under federal regulations and carried out in accordance with district policies, regulations, and procedures.

(c) The applicant identifies qualified contractors to work on the project (pages 11-12). For example, an individual with 35 years as a licensed and administrative educator, prior to her retirement in 2007, will be contracted to provide support for this project with regard to planning, strategizing, and implementation. Additionally, retired music administrator will be contracted to assist with identifying school teams and will work with professional development plans. A web designer will also be contracted to create a website where ideas and resources can be gathered and field-tested (page 16).

Weaknesses:

(a) The applicant does not present information to support its intent and pledge. Procedures are not described. No information is presented on recruitment strategies to be used to recruit from colleges/universities where graduates are predominately minority. Additionally, it is not clear whether the applicant's pledge, intent, and recruitment effort will address all groups traditionally underrepresented.

(b) Sufficient information is not present to determine the status of some members assigned to work on the project. For example, the district's Assistant Superintendent of the Curriculum and Professional Development Division (CPDD) is listed as staff assigned to work on the project, however no information is presented on the role she will have on the project (page 11).

(c) The applicant states that it will partner with Smith Center for the Performing Arts, and specifies the Vice President of Education and Community Engagement for the Smith Center as staff assigned to work on the project, however, the applicant fails to provide a description of the role the Vice President will have or indicate whether the individual will be contracted (page 12).

Reader's Score: 5

Selection Criteria - Quality of the Management Plan

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Strengths:

The applicant outlines a brief management plan that has potential to achieve the objectives of the project (pages 14-18). Additionally, staff and team duties are specified and appropriate to ensure appropriate work on the project is accomplished.

Weaknesses:

The management plan outlined for the project is broad and lacks specificity. Activities are not detailed and milestones are not provided. Lack of detailed information is not sufficient to adequately ensure the achievement of objectives of the project on time and within budget.

Reader's Score: 13

Selection Criteria - Quality of the Project Evaluation

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.**

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

Strengths:

(a) The applicant outlines an evaluation plan that is reasonable to measure the success and impact of the project (pages 18-25). The planned evaluation will assess implementation and outcomes through formative and summative methods. The evaluation plan will also follow Guskey's five-level model for evaluating professional development. The model assesses participants' reactions and learning, organizational support and change, participants' use of new knowledge and skills, and student learning outcomes. Evaluation questions to guide the proposed evaluation are clearly specified. Further, to support the evaluation plan and formative programming, a mix of qualitative and quantitative data will be collected and analyzed (page 22). A clearly specified chart defines data collection plans, demonstrating that a variety of data will be collected and analyzed at strategic times to allow for mid-course corrections (pages 24-25). The chart also explains which data will be used to address objectives and evaluation questions.

(b) Data will be generated and analyzed at key points to facilitate periodic assessment of progress and provide opportunities for refinement (page 21). Objectives and findings generated through evaluation will be used for guiding program replication and/or expansion and gauging success. Additionally, while each level of the Guskey's five-level model to be used builds on the previous for evaluation purposes, levels will be reversed and used to guide program planning to ensure that program staff focuses on desired outcomes and actions that will lead to those results (page 21). A clearly specified chart defines data collection plans, demonstrating that a variety of data will be collected and analyzed at strategic times to allow for mid-course corrections (pages 24-25).

Weaknesses:

(a) No weaknesses noted.

(b) No weaknesses noted.

Reader's Score: 30

Priority Questions**Competitive Preference Priorities - Enabling More Data-Based Decision-Making**

- 1. Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in the following priority area: Improving instructional practices, policies, and student outcomes in elementary or secondary schools.**

Strengths:

The project meets the Competitive Priority #1 (enabling more data-based decision-making). The evaluation will focus on school teams as the target audience of the program, the evaluation will center on their experiences and outcomes. To support the evaluation plan and formative

programming, a mix of qualitative and quantitative data will be collected and analyzed. Data

collection will include participant pre/posttests (twice/year), participant surveys (twice/year),

discussion notes from collaboration sessions (monthly), lesson plans for integrated learning units

(three/year from each teacher), classroom observations during integrated learning units (at least

three/year for each team), samples of student work produced during each integrated unit,

evidence of resources for the online "Tool Kit" (ongoing), and a focus group with the content

specialists (twice/year). A clearly outlined chart defines data collection plans, demonstrating that a variety of data will be collected /analyzed at strategic times. The chart also explains which data will be used to address objectives and evaluation questions enumerated above. The data collected will be analyzed using appropriate quantitative and qualitative methods. Quantitative data will be analyzed using SPSS (version 17) to generate descriptive statistics and conduct prepost comparisons using a related samples t-test or other adequate technique. Qualitative data from open-ended survey questions, focus groups, collaboration meeting notes, lesson plans and observations will be analyzed using an emergent qualitative approach that will allow identification of themes. Performance according to the established GPRA measures will be included.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

- 1. Supporting Programs, Practices, or Strategies for which there is Strong or Moderate Evidence of Effectiveness.**

Projects that are supported by strong or moderate evidence (as defined in this notice). A project that is supported by strong evidence (as defined in this notice) will receive more points than a project that is supported by moderate evidence (as defined in this notice).

Strengths:

The Project will meet Competitive Priority #2. Moderate evidence is provided to support a project design that emphasizes the students' academic increases. The project is modeled after a research-based initiative implemented by the National

Arts Education Consortium (NAEC). The national project discovered that integrated instruction helped meet the needs of students, especially those at risk of failing, including children from low-income families, those who speak English as a second. The district's field-testing of the approach is stated as showing increases in activities that are indicators of learning.

Weaknesses:

Quantifiable data on the gains experienced in the model and district is not clearly presented.

Reader's Score: 8

Invitational Priority - Improving Achievement and H.S. Graduation Rates

1. Improving Achievement and High School Graduation Rates.

Projects that are designed to address one or more of the following priority areas:

(a) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students in rural local educational agencies.

(b) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for high-need students.

No

Reader's Score: 0

Status: Submitted
Last Updated: 08/04/2011 01:15 PM

Status: Submitted

Last Updated: 08/05/2011 12:05 PM

Technical Review Coversheet

Applicant: Clark County School District -- Fine Arts Department Curriculum & Professional Dev
(U351C110040)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Summary Comments		
Summary Comments		
1. Summary Comments	0	0
Sub Total	0	0
Selection Criteria		
Significance		
1. Significance	10	10
Quality of the Project Design		
1. Project Design	10	10
Quality of Project Services		
1. Project Services	20	20
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	30	30
Sub Total	100	95
Priority Questions		
Competitive Preference Priorities		
Enabling More Data-Based Decision-Making		
1. Decision-Making	10	
Strong or Moderate Evidence of Effectiveness		
1. Evidence of Effectiveness	10	
Sub Total	20	
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	
Sub Total	0	
Total	120	95

Technical Review Form

Panel #2 - Panel - 2: 84.351C

Reader #2: *****

Applicant: Clark County School District -- Fine Arts Department Curriculum & Professional Dev
(U351C110040)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

This is an excellent proposal from start to finish. The in-depth approach to describing the enduring ideas gave insights into the potential success for achievement in a high-need area.

Weaknesses:

The management plan should include more details about objectives and costs.

Reader's Score: 0

Selection Criteria - Significance

1. (a) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

(b) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

Based on a model that was successful, the proposed project has strong likelihood to build local capacity to provide services for at-risk and low-income students. The evidence is clearly presented in the appendices that this project will build capacity in students and teachers.

The "enduring ideas" is a refreshing take on professional development and the detailed description of each idea and quote from teachers paints a good picture of the depth of the project and likelihood for success.

The plan for dissemination is clear (p.e4) "model units will be posted on an online Teacher "Tool Kit. This plan is clear and will capture the work in a meaningful way for dissemination going forward. The community seems set up for dissemination in that "a large supportive team of community leaders&will identify ways to bring arts experiences to every child in CCSD."

Weaknesses:

No weaknesses found.

Reader's Score: 10

Selection Criteria - Quality of the Project Design

1. **The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

Strengths:

The likelihood that this project will build capacity is strong in that it is aimed to prepare teachers to design and implement standards curriculum based on "enduring ideas". By outlining the approach in this way, it seems clear that there is depth and scope to this project and illustrates the participants' voices with the quotes. Very well done.

By building in training of the participants in how to promote the benefits of integration and educate colleagues about the approach, this plans for the project's future and sustainability.

The online element seems both efficient and necessary. (p.e6)

Weaknesses:

No weaknesses found.

Reader's Score: 10

Selection Criteria - Quality of Project Services

1. **(a) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

(b) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(c) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Strengths:

The proposal has a sufficient mix of stating fact relating to equal access and treatment for eligible project participants who are members of traditionally unrepresented groups and also efforts to increase participation. The facts that this county typically has a high percentage of members underrepresented groups and also how the arts are particularly conducive to young people of all needs.

From the description on p.e9, this project is intensive, sustained and of high quality and has likelihood of meeting its goals of improvements in learning and teaching.

The strategies to accomplish the goals are clear and solid.

Weaknesses:

No weaknesses found.

Reader's Score: 20

Selection Criteria - Quality of Project Personnel

1. (a) 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.

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

(c) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Strengths:

The proposal did not simply list the organizations statement on multiculturalism, diversity and inclusion, it listed an example of how the practice of targeted recruitment for high-needs areas are employed. This shows a high level of commitment to encouraging inclusion of members of groups that have been typically unrepresented.

All the key personnel have excellent qualifications and look well equipped to undertake this project successfully.

Weaknesses:

No weaknesses found.

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Strengths:

The management plan indicates it will be carried out by seasoned professionals who are qualified and ready to provide much needed professional development to the high-need population.

It's favorable to see the work beginning before notification of the grant periods begins. This shows commitment to the project, the work and the need for such high quality professional development in this particular population.

The management plan clearly identifies the who, what, and when. The timeline is specific and outlines the benchmarks necessary to move the project forward.

Weaknesses:

The management plan does not include any reference to financial projections or staying "within budget" as the criterion suggests.

The management plan does not refer to individual objectives and goals, nor does it state how each is planned to be accomplished. This element would have made the management plan stronger.

Reader's Score: 15

Selection Criteria - Quality of the Project Evaluation

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.

(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 methods of evaluation include a good mix of qualitative and quantitative and will assess outcomes through formative and summative methods.

The plan includes the analysis of data at key points in the project cycle, which will inform practice and provide opportunities for refinement.

The goals and objectives, clearly identified, are measurable and consistently stated throughout the proposal. The evaluation plan is strong in terms of relating the assessment of success to progress toward achieving intended outcomes.

Weaknesses:

No weaknesses found.

Reader's Score: 30

Priority Questions

Competitive Preference Priorities - Enabling More Data-Based Decision-Making

1. Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in the following priority area: Improving instructional practices, policies, and student outcomes in elementary or secondary schools.

Strengths:

Weaknesses:

Reader's Score:

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

1. Supporting Programs, Practices, or Strategies for which there is Strong or Moderate Evidence of Effectiveness.

Projects that are supported by strong or moderate evidence (as defined in this notice). A project that is supported by strong evidence (as defined in this notice) will receive more points than a project that is supported by moderate evidence (as defined in this notice).

Strengths:

Weaknesses:

Reader's Score:

Invitational Priority - Improving Achievement and H.S. Graduation Rates

1. Improving Achievement and High School Graduation Rates.

Projects that are designed to address one or more of the following priority areas:

(a) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students in rural local educational agencies.

(b) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for high-need students.

Reader's Score:

Status: Submitted
Last Updated: 08/05/2011 12:05 PM

Status: Submitted

Last Updated: 08/04/2011 01:05 PM

Technical Review Coversheet

Applicant: Clark County School District -- Fine Arts Department Curriculum & Professional Dev
(U351C110040)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Summary Comments		
Summary Comments		
1. Summary Comments	0	0
Sub Total	0	0
Selection Criteria		
Significance		
1. Significance	10	8
Quality of the Project Design		
1. Project Design	10	10
Quality of Project Services		
1. Project Services	20	17
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	95
Priority Questions		
Competitive Preference Priorities		
Enabling More Data-Based Decision-Making		
1. Decision-Making	10	10
Strong or Moderate Evidence of Effectiveness		
1. Evidence of Effectiveness	10	10
Sub Total	20	20
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	0
Sub Total	0	0
Total	120	115

Technical Review Form

Panel #2 - Panel - 2: 84.351C

Reader #3: *****

Applicant: Clark County School District -- Fine Arts Department Curriculum & Professional Dev
(U351C110040)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

The applicant presents a strong proposal that is well documented with data demonstrating the potential benefits and impact to the target population, both students and teachers. A thorough evaluation plan is clearly the strength of this proposal and will help to determine the success of project outcomes.

Weaknesses:

No weaknesses cited.

Reader's Score: 0

Selection Criteria - Significance

1. (a) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

(b) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

1a. The proposed project is likely to build local capacity by utilizing standards-based art instruction to improve student achievement in 8 Clark County District Schools. The plan is capable of providing substantial impact as the first 2 grant cycle years will serve 5000 students, increasing to approximately 80,000 in year 3. The platform of the program is to increase planning and delivery of arts integrated instruction within cohorts of small teacher teams. As the district is spread

out, some schools over 100 miles apart, providing web-based teacher development that can matriculate throughout the entire school district is a great strategy that should have high impact. Plus, because the initial 8 schools have been targeted for services based on their high poverty index, the program should be beneficial to students and teachers served. (Abstract & P. 1-2)

1b. The applicant provides a sufficient plan with strategies that will allow for program outcomes to be disseminated throughout the district. The utilization of Tool Kits, which will include lesson plans and delivery models under the advisement of arts content specialists, is a great strategy for encouraging teacher collaboration. These Tool Kits will be easily disseminated via posting online and are designed to serve as a clearinghouse for revised integrated curriculum and forums on related topics. P. 4

Weaknesses:

1a. It is unclear how much impact the program will have within the district, although certainly, the narrative supports some predicted growth within the district. However, the current program entitled Transforming Education Through the Arts Challenge which was initiated by the National Arts Education Consortium (TETAC) is cited as having significant impact on integrated instruction was proven to promote creativity, encouraged fluent writing, etc. This section could have been improved by clearly identifying the gaps and weaknesses in its recently infused TETAC program and the improvements projected with the proposed platform. (P. 1)

1b. The applicant cites a dissemination plan that is not fully developed. Much of the dissemination plan involves outlets, such as the soon to be open Smith Center for the Performing Arts and the newly implemented community initiative, Any Given Child, which will bring the arts to all local students reportedly. Yet, strategies on how these services will help to distribute project outcomes are not stated. This section could be improved by presenting specific methods of dissemination for partners, such as a website or journal publications. (P. 3)

Reader's Score: 8

Selection Criteria - Quality of the Project Design

1. The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Strengths:

2. The applicant proposes a variety of good, long-term strategies to enhance the sustainability of the program beyond the life of the grant. One great strategy to be implemented is creating 8 small, but intensive cohorts of school teams comprised of arts and core teachers from both the elementary and high school levels. This format will provide a cohesive training module as students matriculate through the system. Regularly scheduled meetings to plan integrated learning units to create cohesive teaching methods and curricula will also help to embed the program at each school down the line. Further, by each school site being mandated to create a site-specific plan to positively impact the school culture and climate with arts themes, such as Family Night events displaying student artwork, enthusiasm for the program should be widespread into the future. (P. 6-8)

Weaknesses:

2. No weaknesses cited.

Reader's Score: 10

Selection Criteria - Quality of Project Services

1. (a) **The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

(b) **The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.**

(c) **The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.**

Strengths:

3a. The applicant pledges a continuing commitment to providing equal access and treatment to historically underrepresented subgroups, regardless of race, color, age, etc. Namely, Hispanic students in the district outnumber their white counterparts. The district promotes limited English language skills and special education classes for these populations. (P. 9)

3b. The applicant provides a thoroughly planned professional development program capable of leading to significant improvements in practice among district teachers. With an emphasis on arts instruction aligned with state standards, 60 hours of professional development will be provided annually focused on best practices and National and Nevada Visual Art and Music Standards. To increase full support and information sharing between schools, part of the professional development will be online, where Tool Kits will be developed guided by content specialists. Grade level mentoring and observation will also be instrumental in streamlining added innovations and curriculum updates to classroom instruction. The program is designed with an intrusive professional development component within the first 2 years to enable teachers to become coaches to the district, which is a great strategy to overhaul the arts curriculum. Workshops centered on the arts will also be provided by project partners, which will allow for a more definitive hands-on approach to teachers instructing students. The professional development outlined is comprehensive and targeted for success in arts integration for schools district-wide. (P. 6-10)

3c. The proposed project is extremely likely to lead to improvements in the achievement of students as measured against rigorous academic standards. Mainly, because the foundation of the program aligns with national arts standards, students can be measured on academic improvement both pre/post program participation to ascertain the efficacy of the revised teaching methods and newly infused curriculum interventions. Teachers will be charged with developing at least 3 integrated units per year. The impact of these courses can be measured with a variety of data collection. For instance, in the evaluation section, a detailed analysis of performance measures linked to program objectives and student achievements makes a clear case for the likely improvements expected in project outcomes. (P. 4 & 18-25)

Weaknesses:

3a. The applicant fails to fully address the sub-criteria. There is no demonstrated evidence in the proposal citing how the applicant will ensure equal access and treatment in the program to traditionally underrepresented groups regardless of race, religion, etc. Simply, a pledge is cited that the district abides by an equal access policy including some general strategies (such as limited English Language courses) but steps to be taken to guarantee equal selection and treatment are not evident.

3b. No weaknesses cited.

3c. No weaknesses cited.

Reader's Score: 17

Selection Criteria - Quality of Project Personnel

1. (a) 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.

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

(c) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Strengths:

4a. The applicant cites a continuing pledge that the district is committed to equal access and opportunity for all. Particularly, in project recruitment, the applicant notes that candidates for application will be targeted for employment by placing notices in high needs areas via colleges where minority graduates are prevalent. (P. 11)

4b. The qualifications, including relevant training and experience, of most key project personnel are exemplary to helm a project of this size and scope. Barbara Good, the district Coordinator of Fine Arts, will serve as the Project Director. She holds a master's degree in music education and has a proven track record of over 30 years with various leadership roles. Other qualifications and expertise are well documented, including those of Maxine Davie, project manager, who currently serves as the district Project Facilitator for K-12 Fine Arts. With a master's degree in education, she is poised for successful leadership of the project. (P. 11 & Appendix - Resumes)

4c. The qualifications, including relevant training and experience, of project consultants and subcontractors are more than adequate to help manage the program on a daily level. Judet Diaz, a seasoned evaluator and on staff in the district Grants Development & Administration Department, holds a master's degree in Economics which will be instrumental in this post. Candy Schneider, Vice President of Education and Community Engagement for The Smith Center of Performing Arts, holds a master's degree in educational administration and a variety of accolades in the field. (P. 12 & Appendix-Resumes)

Weaknesses:

4a. No weaknesses cited.

4b. No weaknesses cited.

4c. No weaknesses cited.

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Strengths:

5. The applicant provides an excellent management plan clearly designed to achieve the proposed goals and objectives of the program on time and within budget. The plan includes well-qualified personnel and consultants, extensive professional development for teachers, and research-based, best practice activities designed to culminate in a district overhaul in collaborated arts-instruction. A detailed timeline is provided that includes all necessary elements to manage the daily operations of the program successfully. Objectives are effectively aligned with milestones in all areas of service delivery as well as designated staff members for activities. The management plan is clear, capable, and targeted to keep the program effectively on track. (P. 14-18)

Weaknesses:

5. No weaknesses cited.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

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.

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

Strengths:

7a. The applicant presents a thorough and well-articulated evaluation plan comprised of objective performance measures clearly linked to intended project outcomes. Data collection will be ongoing and include the analysis of quantitative and qualitative measures. These include: pre/post surveys, participant surveys, lesson plans from integrated learning units, samples of student work, and content specialist focus groups. The evaluation plan is comprehensive and aimed at analysis so that both teachers and students are continually gauged for program satisfaction and achievements. (P. 22-25)

7b. The applicant ensures continuous feedback capable of guiding the achievement of program goals. A well-structured evaluation design will be completed using Guskey's five-level model for evaluating professional development, which assesses the use of new knowledge and skills, as well as student learning outcomes. A formative evaluation is also fully detailed that will help to document program activities and need improvements in the program. Monthly communications will be held with the evaluator and project staff to coordinate data collection, discuss findings, and explore needed areas of improvement, thus creating an effective feedback loop. (P. 22-25)

Weaknesses:

7a. No weaknesses cited.

7b. No weaknesses cited.

Reader's Score: 30

Priority Questions

Competitive Preference Priorities - Enabling More Data-Based Decision-Making

- 1. Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in the following priority area: Improving instructional practices, policies, and student outcomes in elementary or secondary schools.**

Strengths:

The applicant presents a platform that will enable increased data-based decision-making as an add-on to its recently renovated arts-infused curriculum. The program design includes an intensive professional development component along with a comprehensive standards-based art instruction element. Monthly data collection will generate statistical information to conduct both formative and summative evaluation strategies. (P. Abstract & 22-25)

Weaknesses:

No weaknesses cited.

Reader's Score: 10

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

- 1. Supporting Programs, Practices, or Strategies for which there is Strong or Moderate Evidence of Effectiveness.**

Projects that are supported by strong or moderate evidence (as defined in this notice). A project that is supported by strong evidence (as defined in this notice) will receive more points than a project that is supported by moderate evidence (as defined in this notice).

Strengths:

The applicant documents an excellent case for the program based on strong evidence that is supported throughout the narrative. By implementing a standards based art curriculum, evidence cited from a field test found improvements in increased student learning for participants with diverse student backgrounds, effective teacher collaboration, and effective integrated instruction. Students seemed more connected to arts-infused learning strategies in the pilot program, suggesting that improvements in academic success, enhanced motivation, and increased improvements in core courses, such as language for the district's largely Hispanic population will likely result. (P. 1-5)

Weaknesses:

No weaknesses cited

Reader's Score: 10

Invitational Priority - Improving Achievement and H.S. Graduation Rates

1. Improving Achievement and High School Graduation Rates.

Projects that are designed to address one or more of the following priority areas:

(a) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students in rural local educational agencies.

(b) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for high-need students.

No

Reader's Score: 0

Status: Submitted

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