

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

Status: Submitted

Last Updated: 08/25/2011 11:19 PM

Technical Review Coversheet

Applicant: Twin Rivers Unified School District -- Educational Services Curriculum & Instruction
(U351C110083)

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	10
Quality of Project Services		
1. Project Services	20	15
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	20	18
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	89
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	0
Sub Total	20	10
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	0
Sub Total	0	0
Total	120	99

Technical Review Form

Panel #7 - Panel - 7: 84.351C

Reader #1: *****

Applicant: Twin Rivers Unified School District -- Educational Services Curriculum & Instruction (U351C110083)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

The applicant demonstrates a project design that incorporates administrative support and a great sustainability plan. A strong evaluation plan is provided that incorporates all components of the proposed project criteria.

Weaknesses:

The applicant does not provide a clear and distinct need for the project, specifically in the areas of ELL data and statistics, or a plan for student achievement.

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 percentage of free and reduced lunch for SCUSD is 68.4%, and TRUSD, 79.2%; for English Language Learners, SCUSD, 25.2% and TRUSD, 23.9%; the district program improvement status is SCUSD, Year 3; TRUSD, Year 1; and the number of schools in program improvement status is SCUSD, 45 of 86; TRUSD, 34 of 51 English Language Learners. The graduation data suggest the need for innovative programming, especially in the arts to increase graduation rates for all students, for American Indian/Alaskan Native, SCUSD 72.7%; TRUSD, 70.5%; subgroups who score significantly lower than Asian, SCUSD, 86.4%; TRUSD, 85.8%, Pacific Islander, SCUSD, 76.5%, TRUSD, 81.8%; Hispanic SCUSD, 76.2%, TRUSD, 77.9%, and White, SCUSD, 70.7%, TRUSD, 78.3% counterparts while the overall student graduation rates are 80.2% in SCUSD and 76.7% in TRUSD. Pages 2-3

The applicant proposes to build and expand the local capacity of comprehensive arts education for teachers and students in the Twin Rivers and Sacramento City Unified School Districts; and to build on the current partnerships for the proposed project. The specific focus is for K-12 single subject teachers, K-12 non-arts teachers, administrators after school program facilitators, urban community artists, and general classroom teachers, including Waldorf-trained teachers in both districts to enable educators to increase participation, understanding, knowledge and technical use of the California State Standards, in order to increase graduation rates. Page 1

b. The applicant proposes to disseminate presentations of curricular and arts materials and evaluation data at the annual California Art Education Association conference; Department of education, Arts Dissemination Grants Project Directors meeting, SCOE Arts Esprit de Corps; California County Superintendents Education Services Association; and a link to the TRUSD website, as well as the state content area conferences for Dance, Music, Theatre, and Visual Arts. Pages 4-5

Weaknesses:

a. The applicant does not provide a clear need for the targeted population or area, especially in the area of graduation rates, and the percentages of English Language Learners. The graduation rates seem to provide high rates, and low rates of their English Language Learners, which does not present a need for the specific population.

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:

To ensure the project succeeds beyond the life of the grant, the school districts, SCUSD and TRUSD, will provide continuous support by providing classroom space and available resources, collegial and administrative program support, openness to experimentation, and provision of time for implementation and training, as indicated in the SCUSD Arts Plan and the TRUSD Vision 20/20 VAPA Plan at the pilot sites. Page 6

Weaknesses:

None noted

Reader's Score: 10

Selection Criteria - Quality of Project Services

- (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:

b. The applicant proposes four components of professional development for teachers to implement building and expanding the local capacity of a comprehensive arts education for students in K-12 in both SCUSD and TRUSD; by coaching 50 single subject arts teachers (25 from each district); 45 general classroom teachers workshops; 15 after school facilitators; 15 community artists series; and 20 administrators, to attend quarterly workshops on standards based instruction. The number of hours for each area, and the timeline is clearly defined. Pages 2,8

c. The applicant proposes to utilize the researched-based methods of the Understanding By Design framework of memory and structure of knowledge; analysis of problem solving and reasoning; early foundations; meta-cognitive processes and self-regulatory capabilities; and cultural experience and community participation, to provide changes in academic achievement that will be measured through the use of district graduation rates broken down by students in arts related classrooms at the high school level. The applicant proposes to develop SNAP and IERG surveys to compile professional development cohorts at the end of each treatment phases throughout the life of the grant, with a Debrief Day to plan, discuss and reflect on the process and gathered data. Page 12

Weaknesses:

a. The applicant does not provide a clear statement for equal access and treatment for eligible project participants who have been traditionally underrepresented, as required by the program criteria for the proposed project. Page 7

b. The applicant provides a discrepancy in the number of administrators that will attend quarterly workshops for administrators on standards based instruction. Page 2 indicates that 25 administrators will attend the workshops, and Page 2 states 25. Pages 2, 8

c. The plan for improvements in student achievement is not clearly defined, or measured against rigorous academic standards in order to determine if the research-based methods is sufficient for this level of assessment.

Reader's Score: 15

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 provides a list of the current demographics of their Leadership Team and Lead Performing and Visual Artist, by race/color/National Origin, gender and age range. Pages 12, Attachment.

b. The applicant provides biographical sketches and resumes of the Arts Administrator; Director and Principal Investigator that clearly outlines their relevant training and experience for the proposed project. For example, the Director of the IERG graduated from London University with a B.A. in History, and Ph.D. in Education from Cornell University; with experience in teacher education, professional development, literacy education and social studies education. Pages 12-14

c. The applicant describes the leadership team that consists of Lead Performing Artist and community activists, parents and a resident who will be assisting with the Native American families, while the Lead Visual Artist will work with visual art teachers, students and families. Page 14

Weaknesses:

a. The applicant does not provide a statement for their intent to encourage applications for employment from persons who are members of groups that have been traditionally underrepresented. Page 12

Reader's Score: 8

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 provides a timeline that consists of milestones by implementation year, activities, person responsible and time duration. For example, the end of year report will be provided by the Project Director and staff, during Spring of 2012. Pages 15-17

Weaknesses:

The applicant provides a vague description of activities, given the number and intensity of activities provided in the narrative. The duration of time provided by the timeline is not detailed, and does not provide a specific duration of time. Pages 15-17

Reader's Score: 18

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 describes the data collection process to include participant demographics, hours of participation, length of program, and adherence to budgets; and describes the evaluation purpose as program improvement; to impact immediate, intermediate and long term outcomes; and for the results to have internal and external validity. The types of data collected will include the percent of K-12 children enrolled who are from low-income families; the number of Professional Development hours completed; and stakeholders affiliations with the program will be tracked. Data will be collected annually; after each professional development series; on an ongoing basis; implementation protocols will be collected before the start of PD or teacher lesson; and immediately after each lesson unit. The applicant indicates the usage of a quasi-experimental design, which includes a comparison group; additional comparisons between groups, both before and after treatment, which will be conducted District-wide for both school districts, and based on PD data collected by the PD program leaders. Pages 17-25

b. The evaluation instrument will be included and distributed to selected stakeholders, in which the Annual Progress Reports will allow managers and other stakeholders to view program progress. The reports will be available at the

TRUSD and SUSD district offices, through the project directors, and on the website, including in the kits that will be developed for dissemination. Page 25

Weaknesses:

None 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 applicant clearly demonstrates the types of data collected that will include the percent of K-12 children enrolled who are from low-income families; the number of Professional Development hours completed; and stakeholders affiliations with the program will be tracked. Data will be collected annually; after each professional development series; on an ongoing basis; implementation protocols will be collected before the start of PD or teacher lesson; and immediately after each lesson unit.

Weaknesses:

None 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:

None noted.

Weaknesses:

The applicant does not respond to the Competitive Preference #1

Reader's Score: 0

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.

Yes

Reader's Score: 0

Status: Submitted
Last Updated: 08/25/2011 11:19 PM

Status: Submitted

Last Updated: 09/02/2011 09:45 AM

Technical Review Coversheet

Applicant: Twin Rivers Unified School District -- Educational Services Curriculum & Instruction
(U351C110083)

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	10
Quality of the Project Design		
1. Project Design	10	10
Quality of Project Services		
1. Project Services	20	13
Quality of Project Personnel		
1. Project Personnel	10	7
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	90
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	110

Technical Review Form

Panel #7 - Panel - 7: 84.351C

Reader #3: *****

Applicant: Twin Rivers Unified School District -- Educational Services Curriculum & Instruction (U351C110083)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

The ideas presented are very good.

Weaknesses:

none

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:

The proposal sets as its primary goal, the absolute priority of the DOE guidelines for this program. It identifies why students needs the arts and supports it assertions with research (page 3). The section on dissemination Identifies specific sites and sources for dissemination this includes technology and non-print media. The melding of the two strengthens the application.

Weaknesses:

none

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 proposal sets as its primary goal, the absolute priority of the DOE guidelines for this program. It identifies why students need the arts and supports its assertions with research (page 3). The section on dissemination identifies specific sites and sources for dissemination; this includes technology and non-print media. In building capacity, the project uses teachers to build on learning needs in professional development. Therefore, deciding what needs to be done is executed before determining how it will be done. Very clear rationale and procedures are offered to explain how the project is to be maintained after funding ends (page 6).

Weaknesses:

None

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:

- b. Clear specific detail is offered that more than adequately describes the quality of the providers.
- c. The proposal provides indicators that describe achievement in universal academic terms. Student achievement indicators are clearly identified on (page 11)

Weaknesses:

- . Here the explanation does not sufficiently address issues of equal access.

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:

The personnel are qualified and gender equity is a clear plus for this project.

Weaknesses:

The projects ethnic diversity is not particularly strong.

Reader's Score: 7

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 proposal recognizes the need to tailor management plans to the needs of the population being serviced. They have the best team in place.

Weaknesses:

None

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:

Exceptionally well documented, thought out and well done.

Weaknesses:

none

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 application meets the requirements.

Weaknesses:

No weaknesses.

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 application meets the requirement

Weaknesses:

No weaknesses.

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.

Yes

Reader's Score: 0

Status: Submitted

Last Updated: 09/02/2011 09:45 AM

Status: Submitted

Last Updated: 08/29/2011 10:42 AM

Technical Review Coversheet

Applicant: Twin Rivers Unified School District -- Educational Services Curriculum & Instruction
(U351C110083)

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	15
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	20	18
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	91
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	0
Sub Total	20	10
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	0
Sub Total	0	0
Total	120	101

Technical Review Form

Panel #7 - Panel - 7: 84.351C

Reader #2: *****

Applicant: Twin Rivers Unified School District -- Educational Services Curriculum & Instruction (U351C110083)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

- The proposal identifies well the needs for such a project, providing recent graduation data, and builds on strong research based evidence to demonstrate the importance of innovative programs to impact students academic achievements in elementary and secondary levels schools
- Key project personnel and contractors are highly qualified (including relevant training and experience) to implement a successfully project
- The proposal provides a very strong and comprehensive evaluation plan (detailed in the evaluation section)
- The professional development in the program aims to provide strong research based evidence on high quality professional development

Weaknesses:

- Some of the activities described in the logic model and budget are not detailed in this section, and it is unclear what they will be bringing to the quality of the professional development. These includes Steiner college (included in budget/appendix, but not in the logic model), Kennedy Center workshops, and content experts from leading and performing visual artist (budget)

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:

- The targeted population of the proposed project includes both primary and secondary levels schools, and could potentially impact 25,000 K-12 students
- The proposal identifies the needs for such a project, providing recent graduation data, and builds on strong research based evidence to demonstrate the importance of innovative programs to impact students academic achievements in elementary and secondary levels schools

- The education professionals the project proposes to target represents a diversity group, including VAPA specialists, non arts teachers, administrators, after school educators, and community artists
- The proposal provides a very comprehensive dissemination plan with presentations at identified relevant conferences, regional and national education meetings, through the three key partners website, and on the projects website Drive4Art. It also includes dissemination of a project kit that will be including the main projects report

Weaknesses:

- I see no major weaknesses in this area

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 professional development the program aims to provide to target cohort of education professional based on strong research and evidence on high quality professional development. In the proposed project, the professional development will utilize the Understanding by Design Model.
- The proposal builds on research based evidence to demonstrate the impact of high quality professional development on teachers future leadership that can create institutional and systemic changes in the school. In the sense, the project proposes to create a cadre of teacher leaders by the end of the program who will become mentors to other district classroom s
- Part of the design is a clear communication to inform and share arts curriculum resources with well identified entities, such as the County office of education, local arts organizations, and state sponsored arts association

Weaknesses:

- I see no major weaknesses in this area

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:

- Professional development has been designed to address the specific need of the cohorts it targets, including VAPA specialist, general classroom teachers, after school facilitators, communities, artists, and administrators and build on strong research based evidence to deliver high quality PDAEA
- The professional development component delivered by SNAP and Imagination in Education are well developed, and clearly includes objectives, targeted public and number of hours/days for each workshops, and are consistent with the logic model and budget (appendices)
- One of the key elements of Understanding by Design is to determine acceptable evidence for the desired outcomes. As the overall proposed PDAE utilizes the UbD model, acceptable evidence of students academic achievement is at the core of the project and its principal objective. Relevant and efficient means to collect data and measure students academic achievement are included in the proposal

Weaknesses:

- The project mentions that the district supports the arts for all students, but does not provide any measures to ensure equal programmatic and physical access. The proposal does not include a notice of compliance with the Department of Educations General Provision Act (GEPA) section 427 (p7)
- Some of the activities described in the logic model and budget are not detailed in this section, and it is unclear what they will be bringing to the quality of the professional development. These includes Steiner college (included in budget/appendix, but not in the logic model), Kennedy Center workshops, and content experts from leading and performing visual artist (budget)

Reader's Score: 15

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:

- Key project personnel and contractors are highly qualified (including relevant training and experience) to implement the proposed project successfully

Weaknesses:

- Even though the proposal includes the leadership team demographics, the proposed key staff does not fully reflect the diversity of the student population
- The proposal does not include a statement encouraging 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

Reader's Score: 8

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 proposal offers a clear overview of responsibilities of key staff and consultants
- The management plan includes a leadership team to oversee quality and good implementation of the proposed project

Weaknesses:

- The table on responsibilities, timeline, and milestones, does not include a specific monthly timeline and duration for accomplishing project tasks
- It is unclear why the budget includes funds for three persons (for four years) to the three day technical assistance meeting in Washington, DC. (cf. supplemental instructions to the standard form ED 524) while the grant only requires the project director and evaluator to attend each year of the three year period of the grant

Reader's Score: 18

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 proposal describes the evaluation purpose, based on the Integrated Theory of Evaluation model
- Evaluator has a significant and relevant experience to lead the project evaluation
- The proposal includes a well built logic model that provides clear and relevant inputs, outputs, short term (process), midterm (teachers) and long term (students) measurable and observable outcomes, and impact (appendix)
- The evaluation utilizes high quality tools to collect relevant and significant quantitative and qualitative data, including implementation protocols, instructor monitoring data, teacher feedback data, client monitoring data, teacher

content knowledge in the arts, and student outcomes

- Student outcomes will not only be assessed through graduation rates, but also intent to apply for college, and college enrolment rates
- The proposal justifies why and how the evaluation team will be using a quasi experimental with interrupted time series design instead of laboratory experiments
- All reports (annual progress reports, and final report) will be available through partners websites, and including in the program kits for dissemination

Weaknesses:

- I see no major weaknesses in this area

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 evaluation utilizes high quality tools to collect relevant and significant quantitative and qualitative data, including implementation protocols, instructor monitoring data, teacher feedback data, client monitoring data, teacher content knowledge in the arts, and student outcomes in elementary or secondary schools

Weaknesses:

- I see no major weaknesses in this area

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 application did not address this priority

Weaknesses:

- The application did not address this priority

Reader's Score: 0

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.

Yes

Reader's Score: 0

Status: Submitted

Last Updated: 08/29/2011 10:42 AM