

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

Status: Submitted

Last Updated: 07/17/2014 06:16 PM

## Technical Review Coversheet

**Applicant:** Los Angeles Unified School District (U351C140064)

**Reader #2:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	5	4
<b>Quality of Project Design</b>		
1. Project Design	10	10
<b>Quality of Project Services</b>		
1. Project Services	15	15
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	15
<b>Quality of the Management Plan</b>		
1. Management Plan	30	26
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	22
<b>Sub Total</b>	100	92
<b>Priority Questions</b>		
<b>CPP-Technology</b>		
<b>Competitive Preference Priority-Technology</b>		
1. CPP-Technology	20	20
<b>Sub Total</b>	20	20
<b>Total</b>	120	112

# Technical Review Form

Panel #3 - Professional Development Arts Educators - 3: 84.351C

Reader #2: \*\*\*\*\*

Applicant: Los Angeles Unified School District (U351C140064)

## Questions

### Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

#### General:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and these scores reflect my professional opinion.

Reader's Score: 4

#### Sub Question

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.

#### Strengths:

The applicant provides moderate evidence of the project's likelihood of building local capacity to provide, improve, or expand services that address the needs of the target population. The applicant's district features schools that are not served or underserved in arts instruction, due to both teacher's lack of confidence in their arts skills and art's lack of priority in those schools (p 4). Additionally, the teachers and schools may not have opportunities to link their arts programs with local culture and context (p 4).

With the target schools' population being 47% African American and 22% Latino, and esteemed university scholars in African-American and Chicano cultural and history nearby (p 5), an opportunity exists to enrich the current curriculum and make it relevant and empowering to students.

#### Weaknesses:

The application would be strengthened by further detail regarding how the lack of an arts education affects student attendance, test scores, and other indicators of academic success.

Reader's Score:

2. (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 applicant provides strong evidence of the extent to which the project results will be disseminated in ways that enable others to use the information or strategies. The trained teaches will work to implement the program more broadly within their schools, and arts teachers from other schools will be recruited to an annual exhibit of student work and to attend professional development workshops led by the trained teachers (p 6).

Further, the applicant will collect its documentation and evaluation and disseminate the information widely, including at conferences and in journal articles (p 7).

**Sub Question**

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**Selection Criteria - Quality of Project Design**

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

**General:**

N/A

**Reader's Score: 10**

**Sub Question**

**1. (A) The extent to which the design of the proposed project is supported by strong theory.**

**Strengths:**

The applicant provides strong evidence of the extent to which the proposed project's design is supported by strong theory. The applicant references studies relating arts instruction and increased test scores and increased attendance (p 2). Teachers working with professional artists and being exposed to art gave them confidence to teach art (p 7); this professional artist component will be a strong element of the proposed program.

The applicant provides a rich and nuanced discussion of the elements of professional development that offer the most promise of success for teachers, including No Child Left Behind Standards, the National Art Education Association Standards, and what the applicant sees as additional teacher needs, such as recognizing the culture of the school. It's clear a strong theoretical base will form the foundation for this professional development (p 7-10, chart page 8).

Perhaps more importantly, the project will be based on research suggesting that students who learn more about their cultural history and have the opportunity to express themselves through art strengthens power and self-efficacy among those students (p 5).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**2. (B) 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 provides strong evidence of the sustainability of the project's potential and planning to incorporate the project's purposes, activities or benefits beyond the grant period. The applicant proposes to build a school-based infrastructure of professional development knowledge and training led by trained teachers (p 10). Further, the applicant plans to document and publicize the success of the project and advocate for the district to commit funding to the expansion of this work district-wide (p 11).

**Sub Question**

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**Selection Criteria - Quality of Project Services**

- 1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the following factors:**

**General:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and these scores reflect my professional opinion.

**Reader's Score: 15**

**Sub Question**

- 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.**

**Strengths:**

The applicant provides strong evidence of the project's strategies for ensuring equal access and treatment for underrepresented groups. The applicant's teacher recruitment plan will intentionally focus on how to value and increase diversity and accessibility, through promotional strategies, application and selection guidelines, and curriculum delivery (p e10.)

As proof of the applicant's commitment to ensuring access, the applicant presents examples of its intervention programs to help low-income and minority students (p e10) and its partnerships with community partners to provide supplemental services to all students (p e10).

The applicant's focus on African-American and Latino history will encourage more intercultural unity and cross-cultural discourse (p 12), which seems very promising for strengthening access for students and teachers of underrepresented groups.

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

- 2. (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.**

**Strengths:**

The applicant provides strong evidence of the extent to which the proposed professional development will lead to improvements in practice among recipients of those services. The strength of this program is the heavy emphasis on hands-on teacher learning; not only will the 90 teachers learn about arts and history with leading experts, but they will also create their own artworks and develop curriculum (p 3). Such an approach ensures a more active engagement with the materials and a higher chance of successful implementation. The applicant will also utilize national professional development standards for mentoring the teachers (p 3-4).

## Sub Question

The proposed classroom agenda (p 15-16) appears appropriately rigorous and relevant. The use of LMU students to support teachers' arts activities, including mini-lectures, is an excellent form of support and encouragement to teachers (p 17-18).

Each teacher will receive approximately 40 hours of training, including summer institutes and follow-up activities for the school year to reinforce those lessons (p 13); this follow-up is critical to sustaining the project's momentum and learnings.

At the project's conclusion, 75-80% of the faculty at participating schools will be trained (p 12), providing a strong cohort of support and knowledge in each school.

### **Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

### **Reader's Score:**

#### **3. (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 applicant provides strong evidence that the project's services will lead to improvements in student achievement as measured against rigorous academic standards. Through collaboration with university partners and professional artists, teachers will strengthen their performance and incorporate best practices into their instruction (p 18). The applicant cites research showing that low-income students, underrepresented students, and English Language Learners, often don't have teachers with access to high-quality professional development; this initiative will ensure that they will enjoy this opportunity (p 19). The program will align with the State's Visual Arts Historical and Cultural Standard for grades 1-5 (p 2).

### **Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

### **Reader's Score:**

## **Selection Criteria - Quality of Project Personnel**

### **1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:**

#### **General:**

N/A

**Reader's Score: 15**

## Sub Question

### **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.**

**Sub Question**

**Strengths:**

The applicant provides strong evidence of the extent to which the applicant will encourage employment applications from underrepresented groups. The majority of the applicant's key personnel are from traditionally underrepresented groups, and this project will utilize the district's Human Resources programs to attract diverse candidates, including teacher internships.

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**2. (B) The qualifications, including relevant training and experience, of key project personnel.**

**Strengths:**

The applicant provides strong evidence of the qualifications of key project personnel. The proposed project leadership team shows excellent experience and qualifications, including classroom experience, educational administration, grants management, and a background in arts theory and practice (p 20).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

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

**Strengths:**

The applicant provides strong evidence of the qualifications of project consultants or subcontractors. The project consultants and subcontractors show significant and deep experience in a variety of critical skills and approaches, including instructional design and implementation, African-American and Latino history and culture, psycho-social outcomes for African-American youth, social justice work, evaluation, and arts experience. Particularly exciting is the team's strength in community-based research and engaged learning, a critical skill for this project (p 22).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**Selection Criteria - Quality of the Management Plan**

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

**General:**

N/A

**Reader's Score: 26**

**Sub Question**

**1. (A) The adequacy of the management plan to achieve the objectives of the proposed project on**

#### Sub Question

**time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

#### **Strengths:**

The applicant provides strong evidence of the project's management plan to achieve project objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for project tasks. The applicant's timeline (p 26-32) gives a strong sense of not only the development of the project's infrastructure, but also the numerous "checks and balances" built into the system to ensure the project is completed on-time and within budget.

For example, the inclusion of metrics/outcomes for each element ensures that much thought has gone into the most efficient use of project resources and time. Additionally, the monthly meetings and review and discussion of Task Assignment checklists ensure accountability (p 27). Lastly, the inclusion of the annual review of budget with the internal accounting department within this timeline shows that financial management of the grant administration is also a key priority of the team (p 31).

#### **Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

#### **Reader's Score:**

2. **(B) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

#### **Strengths:**

The applicant provides moderate evidence of the appropriateness and adequacy of the time commitments of key project personnel to meet project objectives. The LAUSD Project Director will provide 5% FTE to the project, and the LMU Co-Project Directors and Principal Investigator will supply 20% FTE.

Other LMU faculty members have been charged with supporting outside entities, and arts educators and experts will offer services at below-market rates. Expectations for the LMU faculty members are eight 2.5 hour lectures and faculty teaching engaged learning courses (p 17).

#### **Weaknesses:**

The application would be strengthened by a better understanding of the LMU faculty members' commitment to teaching engaged learning courses, such as the number of hours per faculty member. More information about the artists' and outside experts' commitments would also be helpful.

The proposal also lacks information regarding the extent of personnel time devoted to coaching and other ongoing support during the school year.

Finally, it is unclear that 5% of the LAUSD Project Director's time will be sufficient for such an expansive and complex project.

#### **Reader's Score:**

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

### Sub Question

#### Strengths:

The applicant provides strong evidence of the adequacy of procedures for ensuring feedback and continuous improvement in the operation of the project. The applicant team will meet monthly and review the previous meeting's for opportunities for improvement, including the project's progress, quality of services, and implementation fidelity (p 34). The team will also utilize funding to attend conferences to identify other best practices (p 34).

#### Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

#### Reader's Score:

### Selection Criteria - Quality of the Project Evaluation

1. **The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

#### General:

N/A

Reader's Score: 22

### 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 provides strong evidence of the extent to which the project evaluation includes objective performance measures clearly related to the project's intended outcomes and which will provide quantitative and qualitative data.

The applicant will study outcomes in Teacher Knowledge, quality of lesson planning, and quality of student work (p 34) using a rich variety of quantitative and qualitative tools.

The applicant will utilize pre-post testing, classroom observations, student test scores, surveys, and review of lesson plans and teacher and student art pieces by experts (p e51, e54-e55). A rubric will be created to evaluate classroom observations (p e54).

#### Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

#### Reader's Score:

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

#### Strengths:

The applicant provides strong evidence of the extent to which the evaluation plan will provide periodic feedback and assessment of progress toward intended outcomes.

The applicant team's monthly meetings will include a review of the progress of previously-assigned tasks and

**Sub Question**

follow-ups (p 34). The professional development team will administer a short evaluation at the end of each training day (p e54). Periodic teacher classroom evaluations will also include formative feedback to support the teacher's growth (p e54-e55)

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

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

**Strengths:**

The applicant provides moderate evidence of the extent to which the evaluation will, if well implemented, provide evidence of promise. The applicant will have numerous measures of implementation fidelity, growth in teacher knowledge, confidence, and skills, and comparisons of student test scores among students with participating teachers and those without (p e55-e56).

**Weaknesses:**

The application would be strengthened by a discussion of the overall evaluation model and framework, in order to determine whether it will align with What Works Clearinghouse standards. For example, information regarding the type of model the applicant might use, such as a quasi-experimental design, or the methodology to review the student test scores, would help to better understand the evaluation model and its evidence of promise.

**Reader's Score:****Priority Questions****CPP-Technology - Competitive Preference Priority-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 application provides strong evidence of the extent to which the project will utilize high-quality digital tools or materials to prepare teachers to use technology to improve instruction, as well as develop, implement, or evaluate digital tools and materials, in order to improve student achievement. The project will train teachers to use strategies that integrate classroom technology into the arts curriculum (p 2). Teachers will learn to use online databases, visual arts software, social media apps, and other technological tools (p 3). As an indicator of its importance, teachers' utilization of technology will be measured through the evaluation (p 2).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score: 20**

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**Status:** Submitted  
**Last Updated:** 07/17/2014 06:16 PM

Status: Submitted

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## Technical Review Coversheet

**Applicant:** Los Angeles Unified School District (U351C140064)

**Reader #3:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	5	4
<b>Quality of Project Design</b>		
1. Project Design	10	10
<b>Quality of Project Services</b>		
1. Project Services	15	13
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	15
<b>Quality of the Management Plan</b>		
1. Management Plan	30	22
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	22
<b>Sub Total</b>	100	86
<b>Priority Questions</b>		
<b>CPP-Technology</b>		
<b>Competitive Preference Priority-Technology</b>		
1. CPP-Technology	20	20
<b>Sub Total</b>	20	20
<b>Total</b>	120	106

# Technical Review Form

Panel #3 - Professional Development Arts Educators - 3: 84.351C

Reader #3: \*\*\*\*\*

Applicant: Los Angeles Unified School District (U351C140064)

## Questions

### Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

#### General:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and these scores reflect my professional opinion.

Reader's Score: 4

#### Sub Question

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.

#### Strengths:

The Integrating L.A.'s Culture & Context into Visual Arts Professional Development Project will improve academic outcomes for Los Angeles area students in underserved populations and provide professional development to build teacher confidence and capacity for school-wide integration of visual arts and content area instruction. Proposal details describe how 90 teachers' capacities to increase their effectiveness will grow as a result of training related to integrating the visual arts into the general curriculum. The project addresses the academic needs of underserved youngsters, grades 1-5 from six LAUSD schools serving predominantly low-income students. The project expects to be scalable and increase capacity to provide, improve and expand services that address the needs of the target population.

#### Weaknesses:

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

#### Reader's Score:

2. (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 Dissemination Plan includes spreading the word in each of the six targeted schools using the occasion of an annual art exhibit at Loyola Marymount as an opportunity to display student work and describe the program. Data collected from evaluation of the project will be included in a program model report and disseminated widely through a journal article and two professional conferences.

#### Weaknesses:

The proposal lacks a more detailed plan for dissemination in regard to specific venues for conferences and journal reports.

**Sub Question**

**Reader's Score:**

**Selection Criteria - Quality of Project Design**

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

**General:**

N/A

**Reader's Score: 10**

**Sub Question**

- 1. (A) The extent to which the design of the proposed project is supported by strong theory.**

**Strengths:**

The project design cites very strong theory related to professional development practices and art as a factor in intellectual/academic and social development. The proposal notes Sabol's observation that art is becoming less of a focus for professional development (despite its potential as a focus for enlivenment and enrichment). The proposed project builds on and expands current positive relationships with Loyola Marymount University (LMU) and the Family of Schools (FOS). The applicant cites professional development standards described in No Child Left Behind documents with which the project is aligned (page 7).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

- 2. (B) 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:**

Through the relationship with LMU and FOS, the project will be able to sustain the practices developed in the PDAE program and expand them. Teachers will be encouraged to collaborate and develop projects together.

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**Selection Criteria - Quality of Project Services**

**The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the following factors:**

**General:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and these scores reflect my professional opinion.

Sub Question

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.**

**Strengths:**

The majority of key expert personnel are from traditionally underrepresented groups, primarily African-American and Latino (page 19). Project participants in PD are drawn from six schools in the district that serve children from underrepresented families. The content of the curriculum to be developed will be drawn from African-American and Latino culture history.

**Weaknesses:**

Proposal lacks specific strategies for addressing the needs of participating children with special needs or English Language Learners. Nor does the proposal describe the characteristics of teacher participants in regard to their assumed lack of knowledge of African-American and Latino arts and culture.

**Reader's Score:**

2. **(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.**

**Strengths:**

Project includes a three week professional development seminar that includes lectures and workshops focusing on cultural history and art making taught by LMU faculty and Master Artists. Approximately 75-80% of the participants at each of the targeted schools will incorporate skills necessary to include cultural history into art instruction. The content of PD workshops and, subsequently, classes at LMU as part of Engaged Learning will expand the number of trained young professionals entering the field of education. Professional Development activities will be multi-modal and include technology into visual arts education. Professors from LMU will provide lectures/discussions as part of an annual three week summer institute for identified teachers. Students from LMU will mentor and tutor the targeted elementary school students during the school year. College students will also serve as observers in classes taught by the targeted teachers.

**Weaknesses:**

The proposal does not describe how student observers will support the work of the evaluation of the overall project (page 18) or how they will be trained for that responsibility.

**Reader's Score:**

3. **(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 includes rationales garnered from several well-received studies of programs that integrate the arts into academic domains and vice versa. Three week summer institutes will be followed by quarterly follow up training. The quality and intensity of the summer institutes plus the possibility of taking courses at LMU during the school year suggest that the services provided will lead to improvements in student achievement as measured against state and local standards and aligned with the CCSS. The Engaged Learning component will allow LMU faculty to develop courses from which students will be able to reach out to elementary students in the project for mentoring and tutoring. The project builds a series of cohorts culminating in a school wide complement of trained teachers.

**Sub Question**

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**Selection Criteria - Quality of Project Personnel**

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:**

**General:**

N/A

**Reader's Score: 15**

**Sub Question**

- 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.**

**Strengths:**

The proposal contains a full set of practices and procedures for attracting applications for employment from underrepresented groups. It appears that many of the projected staff and consultants are drawn from traditionally underrepresented groups in the Los Angeles area. The majority of their key expert personnel are from traditionally underrepresented groups, primarily African-American and Latino (page 19).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

- 2. (B) The qualifications, including relevant training and experience, of key project personnel.**

**Strengths:**

The professionals proposed for key roles are highly qualified as educators and administrators. They have had years of experience successfully running schools and programs and have a record of innovation and achievement. Their resumes attest to their experience as scholars as well as educators (section 1238 of proposal).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

- 3. (C) The qualifications, including relevant training and experience, of project consultants or subcontractors.**

**Strengths:**

The selected evaluator and the Master Artists are particularly suited to their positions as evident in their resumes that include references to training, education, and accomplishments in their chosen fields. All members of the LMU and FOS leadership appear to be highly qualified for this project.

**Sub Question**

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**Selection Criteria - Quality of the Management Plan**

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

**General:**

N/A

**Reader's Score: 22**

**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 management plan aligns clearly stated objectives with the administrative details necessary for successful operation of grant activities. Key personnel include a Project Director and Co-Principal Investigators, both of whom come from LMU. The proposal contains a clearly defined Logic Model.

**Weaknesses:**

The planning period extends from notification of grant (probably October 2014) until March 2015, before there is a meeting with the principals of the schools involved. This seems to shut out the principals from the critical planning that sets the foundation for this program. Judging from the timeline, teachers will be recruited in the same period as lesson plans are drafted (page 27) which precludes their involvement in preparation of said plans.

**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 proposal includes a timeline of administrative milestones aligned with program objectives.

**Weaknesses:**

The weight of responsibilities for the LAUSD (5%) and LMU Co-Project directors and the Principal Investigator (20% each) may not provide sufficient time for the planning year and thereafter. Since the planning period underwritten by the grant is designed to "establish the system for managing and reporting on Project activities and expenditures" (page e42), it is not clear in the management plan how responsibilities will be divided between the PD, PIs, and other key personnel. The proposal lacks sufficient detail regarding in-school support during the school year other than the role of LMU undergraduates as tutors and mentors.

**Reader's Score:**

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

#### Sub Question

##### **Strengths:**

The proposal describes a flow of information garnered from the regular internal and external evaluation process and reports from key personnel to the project team. Time is provided for mid-course changes during the life of the grant.

##### **Weaknesses:**

It is not clear how teachers will be supported by key project personnel as the former experiment with new strategies in arts integration between seminars (pages 33 - 34).

##### **Reader's Score:**

#### **Selection Criteria - Quality of the Project Evaluation**

- 1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

##### **General:**

N/A

**Reader's Score: 22**

#### 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 proposed project will include assessments of teacher knowledge, the quality of lesson plans and the quality of student work. The plan includes a longitudinal study of teachers' art knowledge based on the summer institute curriculum, increases in comfort with teaching and integrating visual arts, and perceptions of art education expertise. The evaluation plan will be developed collaboratively with the PD team. The plan also calls for data that can be measured comparing the treatment group with a control group (other art teachers in the same grade and schools). Experts will be used to review the qualities of teacher-made lesson plans and student work (logic model, page 36).

##### **Weaknesses:**

The evaluation plan will not be fully designed until the evaluator meets with key personnel to make final decisions regarding observations and tests of learning (pages 50-51).

##### **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 proposal includes several references to periodic feedback between the evaluator and the project management team. Feedback is aligned with regular management meetings, giving those individuals responsible time to make adjustments to content and process. Methods will include developing and using a test of teacher knowledge tied to the curriculum of the Summer Institute, comparing results of tests of knowledge results, and comparing treatment and control teachers.

**Sub Question**

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

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

**Strengths:**

The findings regarding growth in teacher knowledge of African-American and Latino arts and culture and the growth in student knowledge and skills should contribute to the evidence of promise.

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses.

**Reader's Score:**

**Priority Questions**

**CPP-Technology - Competitive Preference Priority-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 contains a detailed description of how technology will be integrated into classroom instruction resulting in new ways for teachers to link local culture and context to the targeted student population and to the larger world (pages e10–e11). Technology will be employed in the development of the cultural-based art curriculum which will be accessible through the district's website. Technology will be integrated into the evaluation process as well (data gathering and analysis).

**Weaknesses:**

This criterion was thoroughly reviewed and discussed with my fellow peer reviewers, and I found no weaknesses

**Reader's Score: 20**

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**Status:** Submitted  
**Last Updated:** 07/17/2014 04:34 PM

Status: Submitted

Last Updated: 07/17/2014 09:15 AM

## Technical Review Coversheet

Applicant: Los Angeles Unified School District (U351C140064)

Reader #1: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	5	5
<b>Quality of Project Design</b>		
1. Project Design	10	10
<b>Quality of Project Services</b>		
1. Project Services	15	15
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	15
<b>Quality of the Management Plan</b>		
1. Management Plan	30	25
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	22
<b>Sub Total</b>	100	92
<b>Priority Questions</b>		
<b>CPP-Technology</b>		
<b>Competitive Preference Priority-Technology</b>		
1. CPP-Technology	20	20
<b>Sub Total</b>	20	20
<b>Total</b>	120	112

# Technical Review Form

Panel #3 - Professional Development Arts Educators - 3: 84.351C

Reader #1: \*\*\*\*\*

Applicant: Los Angeles Unified School District (U351C140064)

## Questions

### Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

#### General:

This criterion was thoroughly discussed and my score reflects my personal assessment of this section.

Reader's Score: 5

#### Sub Question

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.

#### Strengths:

The applicant, a large urban district located in the state of California, is collaborating with a local University to develop approaches that will improve academic outcomes for its students and underserved populations. (Page 4) It will also provide professional development to build high teacher confidence and capacity for school-wide integration of visual arts in content area instruction. The project plans to provide training to three cohorts of 30 teachers each in six schools. The project plans to provide an understanding of Black and Latino culture nationally and within the region. The project will build capacity through the development of teachers who will have direct impact on students that are usually under-represented in such projects.

#### Weaknesses:

None noted.

#### Reader's Score:

2. (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 applicant indicates that the activities will be disseminated through the project activities as well as through an annual art exhibit at the University which serves as a partner. (Page 6) In addition, the project will develop reports which will be disseminated widely on a national basis. The applicant will also have stakeholders develop an article for publication focused on the project and its outcomes. Dissemination will also take place at two professional conferences.

#### Weaknesses:

None noted.

#### Reader's Score:

## Selection Criteria - Quality of Project Design

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

### General:

None noted.

Reader's Score: 10

### Sub Question

1. (A) The extent to which the design of the proposed project is supported by strong theory.

### Strengths:

The applicant provides a very positive theoretical basis for its project. In its description, the applicant indicates the specific standards and goals upon which the project is based. (Page 8) The project activities and services are focused on reducing teacher stress, recognizing the culture of schools, solving educational problems, creating a community of practice among teachers, and assisting teachers in the classroom. Citing research studies, the applicant establishes a strong foundation for the proposed activities and services of the project.

### Weaknesses:

None noted.

Reader's Score:

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

### Strengths:

The applicant plans to maintain the project activities after the grant and through the training of cohorts of teachers who will continue the activities and collaboration. (Page 10) The University partner will provide critical support of the project and provide opportunities for staff. The applicant indicates that the district will earmark funding to continue the work and expand to other schools in the district. (Page 11) The district further expects that the success of the project will encourage staff to continue to collaborate and develop projects together.

### Weaknesses:

None noted.

Reader's Score:

## Selection Criteria - Quality of Project Services

1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the following factors:

### General:

This criterion was thoroughly discussed and my score reflects my personal assessment of this section.

Reader's Score: 15

### Sub Question

## Sub Question

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.**

### Strengths:

The applicant indicates that both the district and its University partner are committed to promoting the inclusion of faculty participants and encouraging intercultural unity. (Page 12) The foundation of the activity is a focus on minority cultures with the intent to improve academic outcomes for African-American and Latino students. The applicant indicates the participants will be trained in a variety of strategies which will apply directly to classroom instruction.

### Weaknesses:

None noted.

### Reader's Score:

2. **(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.**

### Strengths:

The applicant indicates that the district teachers will work directly with university faculty who will provide an intensive summer Institute with a series of quarterly follow-up training activities. (Page 13) As a result, it is estimated that 75% to 80% of the faculty in each of the participating schools will take part in summer workshops in order to incorporate cultural history into arts education. In essence, the training will focus on developing strategies supporting the approach that learning is a social concept. The applicant provides a calendar of key project activities which include specific tasks and key dates. Applicant also provides a very specific description of the summer workshops on a daily basis.

### Weaknesses:

None noted.

### Reader's Score:

3. **(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 activities and services provided by the project are directly aimed at improving the academic achievement of African-American and Latino students. (Page 19) The specific activities seek to prepare teachers to connect visual arts to academic content instruction and addresses the practices of low-income students who often receive inadequate education. The project is also aligned with the common core standards and No Child Left Behind.

### Weaknesses:

None noted.

### 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 following factors:**

**General:**

None noted.

**Reader's Score:** 15

**Sub Question**

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.**

**Strengths:**

The applicant describes its policy as one which seeks to attract more diverse candidates and seeks to employ an administration and teaching staff that reflect the diversity of the community it serves. (Page 19) The applicant indicates that it maintains a partnership with parents, faith based groups, community organizations, local government agencies, neighborhood organizations, and the business community to assist in the conduct of the project. As a result, the applicant seeks to attract a diverse pool of candidates.

**Weaknesses:**

None noted.

**Reader's Score:**

2. **(B) The qualifications, including relevant training and experience, of key project personnel.**

**Strengths:**

The applicant identifies the project director as the only key position. (Page 20) The professional currently serves as instructional director in the school district and has experience as a principal and community magnet staff person. In addition, she has classroom instruction experience as well as graduate work in art design. Both her educational background (Master's degree) and her experience are appropriate and will assist the project in completing its objectives.

**Weaknesses:**

None noted.

**Reader's Score:**

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

**Strengths:**

The applicant also identifies other personnel from both the district and partnering University. (Page 21) Included are the positions of the project director, principal investigator, various University faculty members, and the project evaluator. The educational background and experience of these personnel are appropriate and will assist the project in meeting its desired outcomes. For example, the evaluator possesses a doctorate and is on the faculty of a leading University. She has experience in conducting evaluations and has extensive knowledge in quantitative and qualitative research design.

**Weaknesses:**

None noted.

**Reader's Score:**

## Selection Criteria - Quality of the Management Plan

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

### General:

None noted.

Reader's Score: 25

### 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 master plan provided by the applicant identifies and assigns responsibility to various personnel and aligns these activities to the objectives of the project. (Page 26) In support of the narrative, the applicant provides a table which identifies specific tasks, person responsible for that task, and a description of the activities and desired outcomes. Included in the plan is the development of a Project Team who will work with the project director to accomplish the various tasks. In addition to program activities, the applicant also focuses on its budget and meeting its fiscal responsibilities. The plan is supported by a timeline that is reasonable and responsible in nature.

### Weaknesses:

None noted.

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 provided by the applicant includes the district project director (5%), the University project director and principal investigator (20% each). (Page 32) Both individuals are full-time employees of the applicant partner University.

### Weaknesses:

The time allocations for these personnel are relatively low. The 5% time commitment on the part of the district project director for a project of this size is minimal. More information is needed on why this low level of commitment is being proposed and how this time commitment provides adequate supervision of the project.

Reader's Score:

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

### Strengths:

The applicant describes a continuous improvement process that includes a regular review of outcomes to determine if changes need to be made in activities and services. (Page 33) The project director and principal investigator will collect data and review it on a regular basis. Included in the process is a review of satisfaction surveys, lesson plans, interviews of participants, or observations. Project director and staff will remain current regarding research project activities and make sure new approaches are used.

**Sub Question**

**Weaknesses:**

None noted.

**Reader's Score:**

**Selection Criteria - Quality of the Project Evaluation**

- 1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

**General:**

None noted.

**Reader's Score: 22**

**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 evaluation plan proposed by the applicant will include a longitudinal study of the arts knowledge of teachers in the project, the ability to teach and integrate visual arts, and their expertise. (Page 34) Both quantitative as well as qualitative data will be collected. Both outcome as well as process measures will be carried out by the evaluator. The plan is supported through a graphic which identifies specific resources, activities, outputs, and outcomes. Overall, the study will focus on the objectives of the project and how well the project is meeting them.

**Weaknesses:**

None noted.

**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 evaluator will develop an observational process that will consider the actual implementation of the curriculum plan and the activities of the teacher in the classroom. (Page 38) These observations will be conducted twice per semester in order to provide feedback to ensure continued development and growth. Overall, it is expected that each teacher participant will be observed at least 10 times in terms of their knowledge and skills.

**Weaknesses:**

None noted.

**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 evaluation plan includes the number of approaches in which the staff will collect data, analyze that data, and develop reports. (Page 37) Included in the plan is a comparison group which will be analyzed in terms of short-term

**Sub Question**

outcomes. Additional activities will include field notes and yearly evaluations that will be collected during the summer workshop to evaluate the overall integrity of the implementation of the project.

**Weaknesses:**

From the information provided in the evaluation plan, it is unclear if the applicant will use a quasi-experimental design in assessing its progress. More specific information is needed about the statistical applications that will be provided by the evaluator to determine the success of the project.

**Reader's Score:**

**Priority Questions**

**CPP-Technology - Competitive Preference Priority-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 indicates that it is seeking to prepare teachers to use high quality digital tools to improve instruction. (Page 3) Part of the process will be to provide an iPad to every student. The project will include online tools and databases to research diversity, history, and culture and use the results in creating new teaching approaches. Included in the project will be instructional activities to build knowledge, to create art with local specialists, and the opportunity for teachers to work with master arts professionals in the field. These activities will be aligned with the Visual Arts Historical and Cultural standards for grades one through five.

**Weaknesses:**

None noted.

**Reader's Score: 20**

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**Status:** Submitted  
**Last Updated:** 07/17/2014 09:15 AM