

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

Status: Submitted

Last Updated: 07/22/2014 11:06 AM

## Technical Review Coversheet

Applicant: Rockford Public Schools District 205 (U351C140015)

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	8
<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	20
<b>Sub Total</b>	100	88
<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	108

# Technical Review Form

Panel #2 - Professional Development Arts Educators - 2: 84.351C

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

Applicant: Rockford Public Schools District 205 (U351C140015)

## 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:

The applicant has effectively demonstrated that the proposed project to align the art curriculum with national arts standards and improve the teaching skills of arts educators will improve current practices and strengthen the arts discipline within the district. For example, through the proposed PD project teachers will gain the necessary skills and knowledge to effectively integrate art in the middle and high school required core curriculum and Common Core Standards.

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 has effectively demonstrated that the proposed project to align the art curriculum with national arts standards and improve the teaching skills of arts educators will improve current practices and strengthen the arts discipline within the district. For example, through the proposed PD project teachers will gain the necessary skills and knowledge to effectively integrate art in the middle and high school required core curriculum and Common Core Standards. (pgs. 3-5) As a result of the alignment and training the project has the potential for providing improved and engaging instructional delivery to 45 schools in which 79% of the students are considered low-income based on free and reduced lunch statistics.

#### Weaknesses:

No weaknesses 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 adequately demonstrates that the proposed project has the potential for disseminating and sharing best practices strategies and lesson learned with other like school districts. The proposed project's professional development model is strongly aligned with Common Core Standards and the National Core-Arts Standards. Once this training model is in place other school districts who may be challenged to align the curriculum could benefit from learning how this project implemented the process. (pgs. 5-9)

**Sub Question**

**Weaknesses:**

No weaknesses 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:**

The applicant clearly demonstrates that the proposed project is aligned with national standards and strong research-based art education theory. For example, the applicant's arts educators have previously trained with The Kennedy Center's Arts Integration Program, which strongly emphasizes that arts integration is an approach to teaching in which students construct and demonstrate understanding through an art form. (

**Reader's Score: 8**

**Sub Question**

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

**Strengths:**

The applicant clearly demonstrates that the proposed project is aligned with national standards and strong research-based art education theory. For example, the applicant's arts educators have previously trained with The Kennedy Center's Arts Integration Program, which strongly emphasizes that arts integration is an approach to teaching in which students construct and demonstrate understanding through an art form. (pgs. 9-12) The applicant referenced several research-based citations, however, the program's conceptual framework is focused around the Common Core Stands and the National Arts Standards. The importance of the framing the project around the standards is that it provides an important alignment and integration with academic core subjects, thus ensuring maximum coverage needed for students to pass required assessments.

**Weaknesses:**

The applicant does not provide a logic model in the narrative.

**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 has effectively demonstrated that the proposed project will provide within the district a continuous focus on training arts educators to engage and expose students to the arts. The proposed PD model was developed from previous partnerships and trainings at the Kennedy Center. The arts integration training and professional development will continue to build teacher capacity through the teacher delivering the arts integrated lessons with planning support from the teaching artists. Teachers will expand and hone their skills and strategies in this hands-on and minds-on approach aligned with the National Core Art Standards. (pgs. 5-7) Once the PD trainings are in place, the program has the potential to ensure sustainability of long-term implementation beyond the life of the grant.

**Sub Question**

**Weaknesses:**

No weaknesses 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:**

The applicant has effectively demonstrated that the school district has in place policies and practices to ensure equal access and treatment to programs and services for teachers and students. For example, the applicant provides evidence that a standard EEO policy is in place that protect traditionally underrepresented groups from discriminating employment practices. The applicant indicated that all qualified teachers will have an opportunity to participant and several communication strategies such as print and technology media will be used to communicate the PD opportunities.

**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 has effectively demonstrated that the school district has in place policies and practices to ensure equal access and treatment to programs and services for teachers and students. For example, the applicant provides evidence that a standard EEO policy is in place that protect traditionally underrepresented groups from discriminating employment practices. The applicant indicated that all qualified teachers will have an opportunity to participant and several communication strategies such as print and technology media will be used to communicate the PD opportunities. (pgs. 17-19)

Additionally, while the program will focus on training teachers, all students participating indirectly in the program will be provided equal educational opportunities regardless of the race, color, religion, creed, national origin, sex, age, ancestry, marital status, military status, or physical or mental handicap or disability. For example, all instructional PD is designed to meet the needs of diverse learners (i.e., Special Needs training, Technology applications that provide large print, audio, and video for the hearing and physically challenges)

**Weaknesses:**

No weaknesses 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 has effectively demonstrated that the proposed arts integration training and professional development program builds on the teacher's capacity to delivering arts integrated lessons with planning support from teaching artists. Teachers will expand and sharpen their skills and strategies in hands-on and minds-on approaches aligned

**Sub Question**

with the National Core Art Standards. (pgs. 18-20)

The applicant has convincingly provided evidence that the PD model has been a work in progress over the years. The district has invested in sending teachers to The Kennedy Center arts Integration Program. Thus, a framework is in place and the PDAE will provide funding to further develop the training program and train the arts instructional coaches. It appears the program has in place many effective strategies that will bring systematic change in the district, thus, ensuring sustainability of long-term implementation beyond the life of the grant.

**Weaknesses:**

No weaknesses 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 applicant clearly demonstrates that the proposed project is focused on improving the achievement of students against rigorous academic standards. Throughout the proposal, the applicant has referenced the project's intent to align the PD training with national core subject standards and assessments. In an effort to assure student improvement, the applicant concludes that the proposed professional development provides a sequence and approaches to teaching through an art form. (pgs. 23-39)

Additionally, based on review of the PD course content, the applicant effectively demonstrates how they will use technology applications specific to the fine arts to enhancing 21st century learning environments, instructional strategies to increase student engagement, and assessments to monitor achievement.

**Weaknesses:**

No weaknesses 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:**

The applicant has effectively provided evidence that the key personnel are current certified district employees with many years of experience and expertise in the arts education program. The project director and the PD coordinator will oversee the majority of the projects activities and tasks. Both of these persons have served in similar roles in the district for many years. The wealth of experience and familiarity with the goals and objectives of the proposed project will provide strong leadership.

**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 has effectively demonstrated that the school district has in place policies and practices to ensure equal access and treatment to programs and services for teachers and students. For example, the applicant provides evidence that a standard EEO policy is in place that protect traditionally underrepresented groups from discriminating employment practices. (pgs. 17-19)

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**

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

**Strengths:**

The applicant has effectively provided evidence that the key personnel are current certified district employees with many years of experience and expertise in the arts education program. The project director and the PD coordinator will oversee the majority of the projects activities and tasks. Both of these persons have served in similar roles in the district for many years. The wealth of experience and familiarity with the goals and objectives of the proposed project will provide strong leadership. (pgs 36-37)

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**

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

**Strengths:**

The applicant provided detailed information on the qualifications of the consultants who will implement training and coaching services for the proposed project. All of the consultant have extensive backgrounds in the arts and arts education. Based on the duties assigned the consultants will bring a wealth of knowledge and expertise to the project. Many of the consultants have had ongoing professional relationship with the school district, thus this implies the consultants are up-to-date on the goals and objectives of the project and have agreed to assist the school district will implementing the programs's activities and tasks. (pgs. 37-38)

**Weaknesses:**

No weaknesses 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:**

The applicant clearly demonstrates that a comprehensive management plan is in place to ensure all of the goals and objectives of the project are met on time and within budget. The management plan is aligned with each goal and objective and associated activities and tasks. Each task and activity has been assigned a person to be responsible for implementing and overseeing the completion.

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 applicant clearly demonstrates that a comprehensive management plan is in place to ensure all of the goals and objectives of the project are met on time and within budget. The management plan is aligned with each goal and objective and associated activities and tasks. Each task and activity has been assigned a person to be responsible for implementing and overseeing the completion. The plan has clearly defined milestones with achievable projected measures. Overall, the management plan provides a blueprint to guide the applicant over the life of the project. (pgs. 36-39)

**Weaknesses:**

No weaknesses 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 applicant indicated that the current Director of Fine Arts will serve as the Project Director. Other key personnel are listed with assigned job titles. (pgs. 38-39)

**Weaknesses:**

While the applicant provides job titles for the key personnel, the applicant does not indicate the time commitments for each person to implement and oversee the project. Each of the key personnel are current district employees, some information was needed to determine what percentage of their time would be allocated to overseeing the grant project and the percentage of time with their required district job duties.

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 has effectively demonstrated that procedures and strategies are in place to allow key stakeholders to provide evaluative input and feedback on the project's implementation and progress. For example, project stakeholders will visit classrooms, attend PLC's and meet collaboratively to ensure quality achievement of all project goals and objectives. Meetings will take place bi-monthly to plan and monitor progress including frequent communications with classroom teachers and students. All project personnel will be involved in adjusting elements to improve success. (pgs. 39-43)

**Weaknesses:**

No weaknesses 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:

The applicant has adequately demonstrated several methods of evaluation will be used to monitor and evaluate the projected outcomes associated with objectives. The applicant provided a detailed chart the aligned each objective with the associate evaluation method and projected outcome(s).

**Reader's Score: 20**

### Sub Question

1. **(A) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

### Strengths:

The applicant has adequately demonstrated several methods of evaluation will be used to monitor and evaluate the projected outcomes associated with objectives. For example, the applicant indicated that some methods of collecting data will include: (1) nationally normed standardized achievement tests, (2) district common formative standards-based assessments, (3) teacher attendance, (4) participant evaluations, and (5) school records for student course enrollment and participation in arts competitions. (pgs. 45-48) The applicant provided a detailed chart the aligned each objective with the associate evaluation method and projected outcome(s).

### Weaknesses:

No weaknesses 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 applicant has effectively demonstrated that procedures and strategies are place to allow key stakeholders to provide evaluative input and feedback on the project's implementation and progress. For example, project stakeholders will visit classrooms, attend PLC's and meet collaboratively to ensure quality achievement of all project goals and objectives. Meeting will take place bi-monthly to plan and monitor progress including frequent communications with classroom teachers and students. All project personnel will be involved in adjusting elements to improve success. (pgs. 39-43)

### Weaknesses:

While the applicant has indicated periodic meetings and strategies to monitor project success, the narrative does not include information on any evaluations or associated methods that will be used to performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

**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.)**

**Sub Question**

**Strengths:**

The applicant indicated that the proposed evaluation is an attempt to focus and build evidence of effectiveness with outcomes measured before and after the implementation for project participants and for the comparison groups of non-participants. (pgs. 45)

**Weaknesses:**

The applicant does not adequately address the criteria in the proposal. The applicant does not provide a comparison study, which would effectively provide 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 applicant has effectively demonstrated that the proposed project will provide within the district a continuous focus on training arts educators to engage and expose students to the arts. The proposed PD model was developed from previous partnerships and trainings at the Kennedy Center. The arts integration training and professional development will continue to build teacher capacity through the teacher delivering the arts integrated lessons with planning support from the teaching artists. Teachers will expand and hone their skills and strategies in this hands-on and minds-on approach aligned with the National Core Art Standards. (pgs. 5-7) Once the PD trainings are in place, the program has the potential to ensure sustainability of long-term implementation beyond the life of the grant.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 20**

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**Status:** Submitted  
**Last Updated:** 07/22/2014 11:06 AM

Status: Submitted

Last Updated: 08/07/2014 06:49 AM

## Technical Review Coversheet

**Applicant:** Rockford Public Schools District 205 (U351C140015)

**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	7
<b>Quality of Project Services</b>		
1. Project Services	15	14
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	14
<b>Quality of the Management Plan</b>		
1. Management Plan	30	25
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	20
<b>Sub Total</b>	100	84
<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	104

# Technical Review Form

Panel #2 - Professional Development Arts Educators - 2: 84.351C

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

Applicant: Rockford Public Schools District 205 (U351C140015)

## 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:**

**Strengths:**

The applicant describes strategies for implementing professional development that are likely to build capacity in the use of technology and the National Core Arts Standards. There is a plan to train Coaching Artists on how to plan, present, coach and evaluate professional development events for teachers (page 31).

The applicant describes a plan to update the arts curriculum, and include feeder school involvement to implement a comprehensive quality middle school fine arts program. There is a plan to disseminate information about progress made in this program to other districts in the region (page 22).

**Weaknesses:**

It is unclear how the applicant plans to disseminate information regarding project strategies to other districts.

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 describes strategies for implementing professional development that are likely to build capacity in the use of technology and the National Core Arts Standards. There is a plan to train Coaching Artists on how to plan, present, coach and evaluate professional development events for teachers (page 31).

**Weaknesses:**

No weaknesses 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 describes a plan to update the arts curriculum, and include feeder school involvement to implement a comprehensive quality middle school fine arts program. There is a plan to disseminate information about progress made in this program to other districts in the region (page 22).

**Sub Question**

**Weaknesses:**

It is unclear how the applicant plans to disseminate information regarding project strategies to other districts.

**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:**

**Strengths:**

The applicant provides references to strong theory on page 22, and includes a description of research on the significant relationships between rich school arts programs and creative, cognitive and personal competencies needed for academic success.

The applicant describes professional development activities that will have benefits beyond the end of the grant. Examples include the development of trained Artist Coaches, technology integration in classroom activities, and curriculum and lesson plan development.

**Weaknesses:**

The applicant does not provide a logic model that depicts strong theory.

Details are limited regarding how some project activities will be sustained or supported beyond the life of the grant.

**Reader's Score: 7**

**Sub Question**

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

**Strengths:**

The applicant provides references to strong theory on page 22, and includes a description of research on the significant relationships between rich school arts programs and creative, cognitive and personal competencies needed for academic success.

**Weaknesses:**

The applicant does not provide a logic model that depicts strong theory.

**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 describes professional development activities that will have benefits beyond the end of the grant. Examples include the development of trained Artist Coaches, technology integration in classroom activities, and curriculum and lesson plan development.

**Sub Question**

**Weaknesses:**

Details are limited regarding how some project activities will be sustained or supported beyond the life of the grant.

**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:**

**Strengths:**

The applicant provides a description of policies that address equal opportunity on page 27, and includes a description of communication strategies that will be used to inform interested parties of training opportunities. The applicant mentions working with partners on implementing appropriate interview and hiring strategies that support equal opportunities (page 27). A statement that addresses equitable access to and participation in Federally-assisted programs is provided on page e10.

The applicant describes details regarding professional development activities in a table on pages 28-30. Examples include a list of teacher enrichment fieldtrips to community arts organizations and businesses, topics for sessions on the use of technology in music and fine arts classes, and training in the use of video editing (page29).

The applicant provides a table on pages 33-36 that describes proposed activities that are likely to lead to improvements in the achievement of students. Examples include best-practice instructional strategies, ongoing monitoring of student progress using standardized assessments, analysis meetings, and quarterly measures, and professional development plans for teachers (page 35).

**Weaknesses:**

It is unclear how Artist Coaches will be selected in regard to equal treatment for members of underrepresented groups (page 31). Details are limited in regard to how this selection process will be conducted.

**Reader's Score: 14**

**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 a description of policies that address equal opportunity on page 27, and includes a description of communication strategies that will be used to inform interested parties of training opportunities. The applicant mentions working with partners on implementing appropriate interview and hiring strategies that support equal opportunities (page 27). A statement that addresses equitable access to and participation in Federally-assisted programs is provided on page e10.

**Weaknesses:**

It is unclear how Artist Coaches will be selected in regard to equal treatment for members of underrepresented groups (page 31). Details are limited in regard to how this selection process will be conducted.

**Sub Question**

**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 describes details regarding professional development activities in a table on pages 28-30. Examples include a list of teacher enrichment field trips to community arts organizations and businesses, topics for sessions on the use of technology in music and fine arts classes, and training in the use of video editing (page 29).

**Weaknesses:**

No weaknesses 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 applicant provides a table on pages 33-36 that describes proposed activities that are likely to lead to improvements in the achievement of students. Examples include best-practice instructional strategies, ongoing monitoring of student progress using standardized assessments, analysis meetings, and quarterly measures, and professional development plans for teachers (page 35).

**Weaknesses:**

No weaknesses 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:**

**Strengths:**

The applicant mentions working with project partners on hiring practices that provide equal opportunities to all persons regardless of the race, color, religion, creed, national origin, sex, age, ancestry, marital status, military status, or physical or mental handicap or disability, according to the Employment Policy established by the district. The applicant mentions that it intends to actively recruit Spanish-speaking, bilingual certified personnel for positions available in this competition (page e10).

The applicant provides a table on pages 36-39 that describes key personnel, their qualifications and their responsibilities. Details are provided that describe a qualified project director, an executive director of professional development, and an executive director and a director of technology.

The applicant describes the qualifications of an area arts council that will partner with the project and provide professional development (page 38). Details regarding the qualifications of a partner dance company and music academy are also provided.

Weaknesses:

It is unclear how the applicant plans to encourage applications for employment from members of underrepresented groups. For example, details regarding recruitment strategies are limited.

**Reader's Score: 14**

**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 mentions working with project partners on hiring practices that provide equal opportunities to all persons regardless of the race, color, religion, creed, national origin, sex, age, ancestry, marital status, military status, or physical or mental handicap or disability, according to the Employment Policy established by the district. The applicant mentions that it intends to actively recruit Spanish-speaking, bilingual certified personnel for positions available in this competition (page e10).

**Weaknesses:**

It is unclear how the applicant plans to encourage applications for employment from members of underrepresented groups. For example, details regarding recruitment strategies are limited.

**Reader's Score:**

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

**Strengths:**

The applicant provides a table on pages 36-39 that describes key personnel, their qualifications and their responsibilities. Details are provided that describe a qualified project director, an executive director of professional development, and an executive director and a director of technology.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:**

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

**Strengths:**

The applicant describes the qualifications of an area arts council that will partner with the project and provide professional development (page 38). Details regarding the qualifications of a partner dance company and music academy are also provided.

**Weaknesses:**

No weaknesses 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:**

**Strengths:**

The applicant provides a detailed management plan that includes strategies, timelines, milestones and persons responsible for project activities (pages 39-42). The table mentions an outside evaluator (page 42).

The project director's time commitment is described as .20%, while that of the Director of Instructional Technology is .5% (e90). In addition, the applicant plans to have the Deans of Mathematics and English commit .5% to oversee student achievement. There is also a plan to have a full time music coach.

The applicant describes procedures for ensuring feedback and monitoring the progress of the project on pages 42 and 43. Strategies include monitoring student progress through on-line and data management systems, conducting site visits to classrooms and Professional Learning Community meetings, and engaging in frequent communications with classroom teachers and students (page 43).

**Weaknesses:**

Details regarding the outside evaluator are limited. It is unclear how the director of accountability and an outside evaluator mentioned on page 44 will conduct the evaluation.

It is unclear who the principal investigator will be and what the time commitment of this staff member will be.

**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 applicant provides a detailed management plan that includes strategies, timelines, milestones and persons responsible for project activities (pages 39-42). The table mentions an outside evaluator (page 42).

**Weaknesses:**

Details regarding the outside evaluator are limited. It is unclear how the director of accountability and an outside evaluator mentioned on page 44 will conduct the evaluation.

**Reader's Score:**

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

**Strengths:**

The project director's time commitment is described as .20%, while that of the Director of Instructional Technology is .5% (e90). In addition, the applicant plans to have the Deans of Mathematics and English commit .5% to oversee student achievement. There is also a plan to have a full time music coach.

#### Sub Question

##### Weaknesses:

It is unclear who the principal investigator will be and what the time commitment of this staff member will be.

##### 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 procedures for ensuring feedback and monitoring the progress of the project on pages 42 and 43. Strategies include monitoring student progress through on-line and data management systems, conducting site visits to classrooms and Professional Learning Community meetings, and engaging in frequent communications with classroom teachers and students (page 43).

##### Weaknesses:

No weaknesses 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:

##### Strengths:

The applicant provides a plan to use multiple methods of quantitative and qualitative data collection strategies to inform the project evaluation. Examples include classroom visits, lesson plan check checklists, professional development evaluation forms, and the use of a professional development online registering system for teachers (page 43).

The applicant provides a table on pages 45-49 that describes outcomes and measures for that will be used to determine if objectives are being met. Examples of performance feedback include benchmark assessments in math and reading, (page 46), professional development training evaluations, grade reports (page 47), enrollment reports for AP courses (page 48), and technology training sign-in sheets and evaluations (page 48). There is a plan to have staff teams meet to analyze data and plan for instruction twice per month (page 49).

The applicant describes an evaluation plan that is designed to produce evidence of effectiveness by measuring outcomes before and after implementation for project participants and for the comparison groups of non-participants (page 45).

##### Weaknesses:

It is unclear how data from performance feedback will be analyzed.

Details regarding the methods for selecting a comparison group are not provided.

Reader's Score: 20

#### Sub Question

### 1. (A) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

## Sub Question

### Strengths:

The applicant provides a plan to use multiple methods of quantitative and qualitative data collection strategies to inform the project evaluation. Examples include classroom visits, lesson plan check checklists, professional development evaluation forms, and the use of a professional development online registering system for teachers (page 43).

### Weaknesses:

No weaknesses 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 applicant provides a table on pages 45-49 that describes outcomes and measures for that will be used to determine if objectives are being met. Examples of performance feedback include benchmark assessments in math and reading, (page 46), professional development training evaluations, grade reports (page 47), enrollment reports for AP courses (page 48), and technology training sign-in sheets and evaluations (page 48). There is a plan to have staff teams meet to analyze data and plan for instruction twice per month (page 49).

### Weaknesses:

It is unclear how data from performance feedback will be analyzed.

### Reader's Score:

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

### Strengths:

The applicant describes an evaluation plan that is designed to produce evidence of effectiveness by measuring outcomes before and after implementation for project participants and for the comparison groups of non-participants (page 45).

### Weaknesses:

Details regarding the methods for selecting a comparison group are not provided.

### 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 provides a plan to implement professional development in the use of technology and includes a plan to purchase teacher technology devices such as iPads, camera/video/mic units, music composition software, and Adobe master Suite site licenses (appendix). Planned professional development activities include training in the use of

technology applications specific to the Fine Arts disciplines, enhancing 21st century learning environments, instructional strategies to increase student engagement, and assessment to monitor achievement (page 5).

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 20

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**Status:** Submitted

**Last Updated:** 08/07/2014 06:49 AM

Status: Submitted

Last Updated: 07/22/2014 12:11 PM

## Technical Review Coversheet

**Applicant:** Rockford Public Schools District 205 (U351C140015)

**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	7
<b>Quality of Project Services</b>		
1. Project Services	15	13
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	14
<b>Quality of the Management Plan</b>		
1. Management Plan	30	29
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	25	20
<b>Sub Total</b>	100	87
<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	107

# Technical Review Form

Panel #2 - Professional Development Arts Educators - 2: 84.351C

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

Applicant: Rockford Public Schools District 205 (U351C140015)

## 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:

The district is working to revive the arts program in the schools. They provide a technical focus through the arts applications that will enhance the districts capacity to serve the targeted population and a revision of the arts curriculum.

The district does not make clear how "highly effective teachers" and integrated arts instruction are connected to improved achievement in this proposal or how instruction will be improved through implementation.

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:

This district is working towards reviving an arts program in the schools. The proposed program provides for arts integration with academic content and is a pilot program in the effort towards arts revival. The applicant provides a technical focus through the applications provided on p. e 19 that will enhance the districts capacity to serve the targeted population.

#### Weaknesses:

The relevance of the research cited on p. e18 to current project is not clearly established. The difficulty is understanding how "highly effective" teachers and "science" instruction related to arts integration implementation.

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 proposal provides for the "revamping" (p. e 18-19) of the district arts curriculum to align with national standards aimed at improved student achievement in arts and across content.

**Sub Question**

**Weaknesses:**

The section describes in considerable detail the current and planned efforts of the district to provide for arts integration into the curriculum but provides little information about how the proposed program would be used to improve practice.

**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:**

The logic model provides a good overview of the planned activities. The embedded multi-cultural videos should be attractive to a wider audience of viewers.

The research cited does not include settings comparable to PSESD. The proposed venues and dates of dissemination are not identified in the proposal.

**Reader's Score: 7**

**Sub Question**

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

**Strengths:**

The logic model on page 14 provides a good overview of the relationship of the proposed programs objectives to the planned activities.

**Weaknesses:**

The research cited does not include settings comparable to PSESD in terms of size or demographics where arts integration has resulted in improved student achievement.

**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 plans for embedded multi-cultural videos (p. 14) should be attractive to a wider audience of viewers making the materials produced by the proposed program subject to wider dissemination. The existing Arts Impact program in PSESD has experience in dissemination.

**Weaknesses:**

The proposed venues and dates of dissemination are not identified in the proposal.

**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:

The RET equity tool will be used as guide for project development. The incorporation of performance based assessment and on-going mentor support reinforce professional development intensity. The current Arts Impact program has collected, analyzed and reported on arts integration data.

The PLC model for arts information exchange does not appear strong enough to support the proposed activities. Creating and maintaining PLC's will likely take a more concerted effort than provided for in the proposal.

**Reader's Score: 13**

### 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:

PSESD has developed a tool (RET, p. 15) as guide for project development. This protocol was designed to provide for racial equity.

### Weaknesses:

No weaknesses were identified in this section.

**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 incorporation of performance based assessment (p. 17) and on-going mentor support (p. 18) are components of the proposal that reinforce the concepts of quality, intensity and duration. A 3-year, 147 hour program of training that builds upon and reinforces previous learning is pedagogically sound.

### Weaknesses:

The PLC model for arts information exchange does not appear strong enough to be sustainable. Meetings are mentioned for fall and spring but no detail of purpose/participants/context are provided. Creating and maintaining PLC's both within and across schools for the purpose of supporting arts integration and grant dissemination will likely take more time and deliberate effort than specified.

**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.**

**Sub Question**

**Strengths:**

The current Arts Impact program has collected, analyzed and reported on arts integration data. This experience should assist PSESD significantly in the implementation of a similar project aimed at improving teacher knowledge and improving student performance.

**Weaknesses:**

While having implemented a similar program in the past is good the results reported are primarily descriptive and provide do not allow the determination of effect size to know if gains achieved are statistically or educationally significant or durable.

**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:**

PSESD provides an Equity in Education Department and training in racial equity.

The qualifications of all key project and contracted personnel are well matched for the positions described in the proposal.

No mention is made in the proposal of gender or disability recruitment plans.

**Reader's Score: 14**

**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:**

PSESD provides an Equity in Education Department and training in racial equity.

**Weaknesses:**

No mention is made in the proposal of gender or disability recruitment plans.

**Reader's Score:**

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

**Strengths:**

The qualifications of all key project personnel are well matched for the positions described (pp. 26-29)

**Weaknesses:**

No weaknesses were identified in this section.

**Reader's Score:**

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

**Sub Question**

**Strengths:**

The qualifications of the contracted personnel are suited for tasks identified in the proposal.

**Weaknesses:**

No weaknesses were identified in this section.

**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:**

The experience that Arts Impact has in grant management is a positive factor in considering their capacity for managing the proposed activities. The project timeline is clear for each program year. The assignments of key personnel are aligned with the implementation described in the proposal.

More detail is needed about the teacher mentors participation in the project evaluation.

**Reader's Score: 29**

**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 experience that Arts Impact has in managing multiple previous PDAE grants successfully should be considered a positive factor in considering their capacity for managing the proposed activities. The project timeline, tasks, responsibilities and milestones (pp. 31-36) are clear for each program year.

**Weaknesses:**

No weaknesses were noted in this section.

**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 assignments of key personnel are aligned with the strategies for implementation described in the proposal.

**Weaknesses:**

In the budget document teacher mentors are described as participating in the evaluation. Without more detail of this activity it is not possible to judge their qualifications for this (p. e94).

**Reader's Score:**

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

**Sub Question**

**operation of the proposed project.**

**Strengths:**

A project Leadership Team will provide guidance on the implementation of the project using process evaluation information. The evaluator will provide semi-annual evaluation reports. A curriculum advisory committee will advise on technology and video integration.

**Weaknesses:**

No weaknesses were noted in this section.

**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:**

The proposal captures student standardized assessment data as part of the longitudinal measure of program impacts. Staff teams will meet twice monthly to analyze the data plan for effectiveness. There is a plan for internal-external evaluation collaboration. The inclusion of an internal comparison school with like outcome measures and similar demographics should make the design of the evaluation sound.

The analysis plan does not differentiate between process and outcome measures. The self-report of increase in teacher knowledge should be verified. Instrumentation validity/reliability and baselines need to be addressed.

**Reader's Score: 20**

**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 plan includes a comparison middle school within the RPSD with like demographics. Comparisons will be made of student achievement on state standardized testing, district formative testing, and other measures.

**Weaknesses:**

The self-report of increase in teacher knowledge (p. 47) should be verified through pre/post assessment and actual classroom observation of skill implementation.

**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:**

Staff teams will meet twice monthly to analyze the data plan for effectiveness in instructional outcomes. Collaboration is planned between school accountability and the external evaluator in accessing and analyzing the data.

**Sub Question**

**Weaknesses:**

The analysis plan does not differentiate between process and outcome measures. The change in measures anticipated in 2015 will make creating a benchmark problematic (p. 50).

**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 inclusion of an internal comparison school with like outcome measures and similar demographics should make the design of the evaluation sound.

**Weaknesses:**

Problems with instrumentation validity/reliability and baselines need to be addressed prior to treatment to assure that any findings have stable and defensible results.

**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:**

This project provides for a very well qualified staff to improve technical/artistic instruction aimed at improving student academic performance.

**Weaknesses:**

No weaknesses noted in this section.

**Reader's Score: 20**

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**Status:** Submitted  
**Last Updated:** 07/22/2014 12:11 PM