

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

Status: Submitted

Last Updated: 07/22/2014 11:02 AM

Technical Review Coversheet

Applicant: School Board of Sarasota County, FL (U351C140021)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	5	5
Quality of Project Design		
1. Project Design	10	10
Quality of Project Services		
1. Project Services	15	15
Quality of Project Personnel		
1. Project Personnel	15	10
Quality of the Management Plan		
1. Management Plan	30	25
Quality of the Project Evaluation		
1. Project Evaluation	25	25
Sub Total	100	90
Priority Questions		
CPP-Technology		
Competitive Preference Priority-Technology		
1. CPP-Technology	20	20
Sub Total	20	20
Total	120	110

Technical Review Form

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

Reader #1: *****

Applicant: School Board of Sarasota County, FL (U351C140021)

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 clearly demonstrates that the students to be served by Project Elevate come from families which cannot afford to visit local museums or attend artistic performances, and any engagement with the arts must be provided by teachers and schools.

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 effectively proposes to expand and improve services in the district to increase student academic performance in Reading, Writing, Math, and Science through arts-integrated instruction and increase 2nd - 5th grade teachers' proficiency in developing and providing arts-integrated instruction. The proposed project has been developed to reach under-served schools and teachers by targeting four Title I elementary schools which consistently perform below the district averages in Reading, Writing, Science, and Math. (pgs.2-4)

The applicant clearly demonstrates that the students to be served by Project Elevate come from families which cannot afford to visit local museums or attend artistic performances, and any engagement with the arts must be provided by teachers and schools.

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 provides evidence that the proposed project will developed resources and lessons created through Project Elevate that will be disseminated as teachers post them into the LEARN program. By the end of the grant period, all lesson created will be made available to all district teachers, including middle, high and charter schools. The resources will be all to the all standards so teachers will be able to see how they fit with standards and benchmarks.

Project results will also be shared statewide and national audiences through CPALMS and other repositories of

Sub Question

high-quality lessons and resources. Sharing with national audiences ensures the project has a much broader impact than just in Sarasota County. The digital components the project could be replicated by rural districts or those which want to provide teachers with easy access to digital arts resources. (pgs. 4-7)

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 provides evidence that the proposed project was developed and supported with strong theory. The applicant has been involved for many years with the Kennedy Center of arts integration program. The district has previously sent teachers to the training and the applicant has incorporated much of their theory into the district's arts program.

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 evidence that the proposed project was developed and supported with strong theory. The applicant has been involved for many years with the Kennedy Center of arts integration program. The district has previously sent teachers to the training and the applicant has incorporated much of their theory into the district's arts program. Therefore, the current proposed project is framed with the Kennedy Center theory that arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process, which connects an art form and another subject area and meets evolving objectives in both. (pgs. 6-9)

Additionally, the applicant cited research from The What Works Clearinghouse research database to develop theory based instructional strategies for the training component of the project. All of the theory based strategies used by the applicant in developing the conceptual framework is appropriately aligned in the logic model.

Weaknesses:

No weaknesses 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 clearly demonstrates that the proposed project will continue after the grant period and will ensure changes to instructional practices continue beyond the grant. The project will focus on building capacity through training to assist teachers with including arts in their lessons, and to mentor peers and pre-service teachers, thus

Sub Question

ensuring that the next generation of teachers also practices effective arts-integration. (pgs. 7-9)

With the PDAE grant, two new positions will be created to build capacity for arts integrated instruction called the Arts Integration Specialist and Program Manager. With support from these two positions, the applicant have the potential to expand mentoring and modeling arts-integration into additional schools after the grant ends.

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:

Training a cohort of teachers at the target schools will provide high-quality arts-integrated instruction and will reach large numbers of African American and Hispanic students, including those for whom English is not their first language. In addition, Project Elevate will bring arts instruction to another underrepresented group, those who live in more rural and geographically isolated areas.

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 effectively demonstrates that the schools targeted by Project Elevate have diverse student demographic, which include students from a range of race, color and national origin backgrounds. Additionally, a large number of minority and English Language Learners (ELL) and students with disabilities (SWD) who are underrepresented in arts programming will be targeted to participate in the project. The applicant clearly demonstrates the diversity by providing comprehensive tables with numbers of students in each category. (pgs. 9-13)

Training a cohort of teachers at these schools to provide high-quality arts-integrated instruction will reach large numbers of African American and Hispanic students, including those for whom English is not their first language. In addition, Project Elevate will bring arts instruction to another underrepresented group, those who live in more rural and geographically isolated areas.

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**

Sub Question

practice among the recipients of those services.

Strengths:

The proposed project will build on the expertise developed by the Kennedy Center in arts integration, which has already been implemented in some capacity in the district. The district will continue to offer workshops and seminars in arts education through Project Elevate and the professional relationships with the Kennedy Center will continue regarding the use of strategies to enhance arts education.

Each participating teacher will receive over 90 hours of intensive and sustained training in creating and teaching arts-integrated lessons. Professional development will be provided to participating teachers over a 30 week period and they will complete nearly 100% of the 90 hours (1.5 hours each week in-class and 1.5 hours each week for collaborative reflection and planning) of professional development individualized for them. (pgs. 13-16)

Based on this training schedule, a cadre of skilled veteran teachers and a pipeline of trained teachers who can mentor peers will have extensive training to work with new teachers in the future. An experienced master-teacher (Arts Integration Specialist) will spending one day at each of the four Title I elementary schools, to model, coach and use digital tools to collaborate with more than 75 classroom and arts teachers plus additional pre-service interns. As a result, students who normally would have limited exposure to the arts will regularly engage with them through arts-integrated experiences.

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 has effectively demonstrated that the proposed project has the potential to lead to improvements in the achievement of students based on academic standards. For example, Florida has adopted new standards that are designed to prepare students for graduation and college or careers. Based on the Common Core State Standards, Florida's new English Language Arts (ELA, including Reading and Writing) and Mathematics standards all are designed to provide students with more time to develop critical thinking skills by responding to higher depth of knowledge questions and problems.(pgs. 15-18)

NGSSS standards also have been developed for Dance, Music, Theatre and Visual Arts, and were adopted in December 2010. These arts standards center on big ideas, which cross grade levels and arts subjects. The Arts Standards and benchmarks include connections to core academic content. For example, the second grade standards include benchmarks for students to create a musical performance that brings a story or poem to life.

All lessons and materials developed through the project by teachers will be aligned with standards. With the additional integrating of arts instruction with core content, the project will provide effective avenues for ensuring several standards can be addressed simultaneously.

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 effectively demonstrates that the project director has the relevant experiences, training and educational achievements to service in the capacity to administer the program. He has many years of experiences in art-based education and worked with the district to develop a vision for the project. His experiences help build strong relationships with partnering organizations and guide the project to ensure impactful implementation of arts integration.

Reader's Score: 10

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 addressed the selection criteria with the following response, applicants from underrepresented groups will be encouraged to apply. (5 points deducted)

Weaknesses:

The applicant does not provide a plan or strategies that effectively demonstrate that applications for employment from persons who have been traditionally underrepresented will be encouraged through recruitment and other methods of communication.

Reader's Score:

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

Strengths:

The applicant effectively demonstrates that the project director has the relevant experiences, training and educational achievements to service in the capacity to administer the program. He has many years of experiences in art-based education and worked with the district to develop a vision for the project. His experiences help build strong relationships with partnering organizations and guide the project to ensure impactful implementation of arts integration. He will devote 10% of his time to Project Elevate and will continue to raise funds to ensure stability and sustainability of the project. (pgs. 19-23)

Two other key staff members will be hired as result of grant funding. The Program Manager will be responsible for administering the budget, coordinating all schedules and meetings. The Arts Integration Specialist will be a certified teacher on special assignment (TOSA) with at least five years of arts integrated instruction experience as demonstrated by a portfolio and principal recommendation, will create the arts-integrated lesson plans, lesson design models, observation templates and guided reflection plans. To be successful, a candidate will have command of technology and be able to guide teachers in how to use digital tools.

Weaknesses:

No weaknesses noted.

Reader's Score:

Sub Question

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

Strengths:

The applicant effectively demonstrates that Principal Investigators have the relevant training, experiences and educational background to serve as Co-Principal investigators. Both are college professors and have worked with grant-funded program previously. The co-investigators have worked extensively with local school districts to develop district/university partnerships, to foster teacher leadership and to support student learning. Based on a review of the credentials, the principal investigators bring a wealth of experience to the project that will benefit the applicant in project implementation. (pgs. 23-26)

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 has develop a comprehensive and detailed management plan that includes a timeline of key grant activities over the life of the project. In addition, the applicant provided a narrative to further discussion the roles and responsibilities of the project staff. The applicant included milestones for meeting objectives and accomplishing all tasks. Overall, the management plan was thorough and will provide a blueprint for the project's implementation.

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 has develop a comprehensive and detailed management plan that includes a timeline of key grant activities over the life of the project. In addition, the applicant provided a narrative to further discussion the roles and responsibilities of the project staff. The applicant included milestones for meeting objectives and accomplishing all tasks. Overall, the management plan was thorough and will provide a blueprint for the project's implementation. (pgs. 23-27)

The applicant thorough described the milestones they hope to accomplish within the timeline of the project. For example, the applicant indicated that the most critical milestone would be when each teacher in each cohort moves from observer to co-teaching to creating and leading their own arts integrated lessons, which can be big steps for teachers who previously had no experience with arts-integrated lesson design.(pgs. 24-27)

Weaknesses:

The applicant does not include milestones or benchmarks in the timeline. This information is key for determining the project's progress on completing tasks at intervals over the life of the project.

Reader's Score:

Sub Question

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 clearly demonstrates the project director and other key personnel including the co-principal investigators time commitments to the project are appropriate to meet the project objective. The applicant thoroughly outlined the time commitments for each in a table aligned with their job responsibilities. Based on a review of the table alignment, there appears to be ample time for each person to manage their assignments and oversee the major functions of the project. (pgs. 28-29)

Weaknesses:

No weaknesses noted.

Reader's Score:

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

Strengths:

The work of the outside evaluation team will include an iterative dialogue with project staff, school personnel and participants throughout the course of the project to adjust and refine the implementation of the project and to develop a logic model and theory of change related to project goals and objectives. (pg. 34)

Weaknesses:

No weaknesses noted.

Reader's Score:

Selection Criteria - Quality of the Project Evaluation

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 provided evidence that plans and strategies are in place to utilize methods of evaluation to provide performance feedback and permit periodic assessment of progress toward achieving outcomes. For example, the project will create a Steering Committee charged with oversight of this project. Throughout the project, work samples will be recorded and posted to LEARN by the teachers and the Program Manager, which will also be reviewable to track program status and allow for continuous feedback.

Reader's Score: 25

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 clearly demonstrates that an evaluation plan is in place and will continue to be developed throughout the project. The applicant thoroughly outlines the methods of evaluation, which included an alignment with the objective performance measures. The project evaluation includes both formative and summative objective measurement of the performance measures identified in the project goals such as, (1) student academic

Sub Question

performance and learning engagement and (2) teacher increased use of arts-integrated activities in their instructional practice. In addition, data will be gathered to assess the competitive priority, the use of high-quality digital tools by teachers (technology).

The evaluation team will use a mixed-methods approach to assess and evaluate the implementation and effectiveness of the project. For example, the applicant will conduct a quasi-experimental matched comparison between schools with similar demographics and characteristics and achievement data. The data collected will provide evidence to see if any change in teacher proficiency and student achievement data at the participating schools is more strongly correlated with the project implementation than might be possible without comparison group analysis. Longitudinal assessment of student achievement and engagement, and teacher proficiency will be developed to enable the district to measure impact of the project beyond the initial implementation period. (pgs.40-41)

Overall, the applicant has developed a very thorough evaluation plan and the specific evaluation methods are strong enough to provide data sources to see if the intended outcomes of the project are met.

Weaknesses:

The applicant does not clearly align the performance measures with activities. There is a disconnect with activities and the projected performance measures, thus leaving a gap in the effectiveness of the data collection.

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 provided evidence that plans and strategies are in place to utilize methods of evaluation to provide performance feedback and permit periodic assessment of progress toward achieving outcomes. For example, the project will create a Steering Committee charged with oversight of this project. Throughout the project, work samples will be recorded and posted to LEARN by the teachers and the Program Manager, which will also be reviewable to track program status and allow for continuous feedback. The project director will meet monthly as a team with the Program Manager and Arts Integration Specialist to ensure smooth progress of project activities and ensure implementation with fidelity. (pgs. 43-44)

The work of the outside evaluation team will include an iterative dialogue with project staff, school personnel and participants throughout the course of the project to adjust and refine the implementation of the project and to develop a logic model and theory of change related to project goals and objectives.

Weaknesses:

No weaknesses 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 applicant has effectively demonstrated that the proposed evaluation and the evaluation methods have the potential to produce evidence of promise.

Sub Question

The study design will allow establish evidence of promise using baseline results from evaluation tools such as surveys and student growth measures, participating teachers will be matched with similar teachers to provide a control group with baseline equivalence. As much as possible, students will be randomly assigned to participating teachers' classrooms. Baseline equivalence for the experimental and control groups in the analytic sample will be established in terms of demographics, academics, behaviors and attitudes by comparing those students in participating classrooms with similar students in non-participating classrooms at the same school. In addition, schools as a whole will be compared with other schools with similar demographics and overall academic achievement. (pgs. 45-46)

The evaluation plan and the various evaluation methods has the potential of indicating the model is an effective way of meeting the project's objectives to help teachers to consistently, sequentially, and continuously integrate arts into their instructional practice as a way to improve student academic performance and learning engagement.

Weaknesses:

No weaknesses noted.

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 clearly demonstrates that the proposed project is designed to improve student achievement and teachers effectiveness through the use of technology. Every classroom is equipped with a Promethean ActivBoard (digital white board) and laptop with flipchart software. The district has additional digital tools such as Blackboard LEARN, Safari Montage Live and the Instructional Improvement System. (pgs. 1-15)

Florida also is moving ahead with its own digital resources such as CPALMS (Collaborate, Plan, Align, Learn, Motivate, Share) which is the official source of K-12 standards and course descriptions and a collaborative web-based repository of thousands of vetted instructional resources and a collaborative web-based repository of thousands of vetted instructional resources for teachers around the state.

Project Elevate will create additional digital resources to be posted in LEARN and linked to the IFG for all teachers to use. Existing arts-related resources and those created by Project Elevate teachers, including video, will be identified and appropriately linked to the IFG. With the ability to repeatedly watch video segments and discuss them with their peers, recorded lessons will help participating teachers create their own successful arts-integrated lessons. LEARN also will allow participating Project Elevate teachers to form a virtual Professional Learning Community (PLC) to collaboratively plan, edit, and reflect on lessons. Since time and geography often present limitations for sharing information, Blackboard LEARN will enhance accessibility, and teachers will participate in discussion boards, view and collaborate in lesson study sessions, analyze student data to inform instructional decisions, and share frustrations and successes.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

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Technical Review Coversheet

Applicant: School Board of Sarasota County, FL (U351C140021)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	5	5
Quality of Project Design		
1. Project Design	10	10
Quality of Project Services		
1. Project Services	15	10
Quality of Project Personnel		
1. Project Personnel	15	10
Quality of the Management Plan		
1. Management Plan	30	20
Quality of the Project Evaluation		
1. Project Evaluation	25	17
Sub Total	100	72
Priority Questions		
CPP-Technology		
Competitive Preference Priority-Technology		
1. CPP-Technology	20	20
Sub Total	20	20
Total	120	92

Technical Review Form

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

Reader #3: *****

Applicant: School Board of Sarasota County, FL (U351C140021)

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 a plan to build local capacity through professional learning communities that will link with technology through the use of a digital learning management system designed to be a one-stop source for instructional resources (page 3). This tools will allow for the creation of blogs, wikis, video storage and recording storage (page 3). There is a plan to build capacity by hiring an Arts Integration Specialist (page 10), and by partnering with a local university's Center for Partnerships for Arts-integrated Teaching (page 10).

There is a plan to share project-developed resources with a statewide and national audience through repositories of high-quality lessons and resources (page 1). Trained leaders and coaching mentors will be able to coach peers to further develop their skills, and host pre-service teachers as a way to disseminate knowledge to the next generation of teachers (page 12).

Weaknesses:

No weaknesses noted.

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 describes a plan to build local capacity through professional learning communities that will link with technology through the use of a digital learning management system designed to be a one-stop source for instructional resources (page 3). This tools will allow for the creation of blogs, wikis, video storage and recording storage (page 3). There is a plan to build capacity by hiring an Arts Integration Specialist (page 10), and by partnering with a local university's Center for Partnerships for Arts-integrated Teaching (page 10).

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.

Sub Question

Strengths:

There is a plan to share project-developed resources with a statewide and national audience through repositories of high-quality lessons and resources (page 1). Trained leaders and coaching mentors will be able to coach peers to further develop their skills, and host pre-service teachers as a way to disseminate knowledge to the next generation of teachers (page 12).

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:

Strengths:

The applicant provides research that supports a logic model (page 13-14) and includes details regarding the benefits of arts integration in helping English Language Learners, motivating students to improve in reading (page 14), and connecting abstract and concrete representations of concepts and combine graphics with verbal descriptions.

The applicant describe a sustainability plan to continue funding a Project Manager position and an Arts Integration Specialist, after the project ends. A description of plans to connect the project to other existing professional development activities is described on page 16. This plan is designed to ensure that grant-funded activities are fully incorporated into ongoing work (page 16).

Weaknesses:

No weaknesses 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 research that supports a logic model (page 13-14) and includes details regarding the benefits of arts integration in helping English Language Learners, motivating students to improve in reading (page 14), and connecting abstract and concrete representations of concepts and combine graphics with verbal descriptions.

Weaknesses:

No weaknesses 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.

Sub Question

Strengths:

The applicant describe a sustainability plan to continue funding a Project Manager position and an Arts Integration Specialist, after the project ends. A description of plans to connect the project to other existing professional development activities is described on page 16. This plan is designed to ensure that grant-funded activities are fully incorporated into ongoing work (page 16).

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:

Strengths:

The applicant provides a plan to address barriers to equal access of project activities in a GEPA statement, and mentions that it will take care to encourage applications from teachers who reflect the diversity of their students (page 17). Strategies include having district leaders encourage eligible staff from all backgrounds to participate in grant activities and participants. There is a plan to bring arts instruction to those living in rural and geographically isolated areas (page 18), as well as English Language Learners and students with disabilities (page 17).

The applicant describes a plan to provide professional development services through the use of an Arts Integration Specialist, who will work with teachers to model arts-integrated lessons. There is also a plan to video tape lessons (page 22).

The applicant mentions that arts lessons will be aligned to rigorous standards (page 25).

Weaknesses:

Details regarding professional development activities are limited. It is unclear why nearly all of the professional development will be delivered by one person.

It is unclear how the applicant will improve student achievement. Details that describe the connection between professional development activities and gains in student achievement are limited.

Reader's Score: 10

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 plan to address barriers to equal access of project activities in a GEPA statement, and mentions that it will take care to encourage applications from teachers who reflect the diversity of their students (page 17). Strategies include having district leaders encourage eligible staff from all backgrounds to participate in grant activities and participants. There is a plan to bring arts instruction to those living in rural and geographically isolated areas (page 18), as well as English Language Learners and students with disabilities (page 17).

Sub Question

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 describes a plan to provide professional development services through the use of an Arts Integration Specialist, who will work with teachers to model arts-integrated lessons. There is also a plan to video tape lessons (page 22).

Weaknesses:

Details regarding professional development activities are limited. It is unclear why nearly all of the professional development will be delivered by one person.

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 mentions that arts lessons will be aligned to rigorous standards (page 25).

Weaknesses:

It is unclear how the applicant will improve student achievement. Details that describe the connection between professional development activities and gains in student achievement are limited.

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 states that it will actively encourage applications for new positions from underrepresented groups (page 26).

The applicant describes the qualifications of key project personnel and includes details regarding a qualified project director (page 26) and a Program manager (page 27). The qualifications of an Arts Integration Specialist that will be hired are described (page 27), as well as an arts curriculum specialist, a data analyst, and an administrative assistant/bookkeeper (page 29).

The applicant describes the qualifications of three principal investigators on pages 29-31.

Weaknesses:

Details are limited regarding strategies for encouraging applications from underrepresented groups.

It is unclear why the applicant plans to hire three principal investigators for a project of this size.

Reader's Score: 10

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 states that it will actively encourage applications for new positions from underrepresented groups (page 26).

Weaknesses:

Details are limited regarding strategies for encouraging applications from underrepresented groups.

Reader's Score:

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

Strengths:

The applicant describes the qualifications of key project personnel and includes details regarding a qualified project director (page 26) and a Program manager (page 27). The qualifications of an Arts Integration Specialist that will be hired are described (page 27), as well as an arts curriculum specialist, a data analyst, and an administrative assistant/bookkeeper (page 29).

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 three principal investigators on pages 29-31.

Weaknesses:

It is unclear why the applicant plans to hire three principal investigators for a project of this size.

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:**Strengths:**

The applicant describes a management plan in a table on pages 31-36 that includes dates, project activities, and the persons responsible for these activities. Milestones are mentioned on page 36 and are described as the point at which a teacher moves from observer to co-teaching and then leading their own arts integrated lessons (page 36). There is a plan to meet quarterly to review budget reports to track expenses and ensure the project is on-time and within budget (page 36).

The time commitments for the project director (10%) (page 26) and the Arts Curriculum Specialist (5%) are described, as well as that of an administrative assistant/bookkeeper (5%).

The applicant mentions that regular feedback monitoring and information will be shared quarterly with a Steering Committee, the project director and the program manager, who will make necessary changes to the project implementation (page 38). There is also a plan to conduct monthly meetings with the project director and program managers and Arts Integration Specialist to ensure smooth progress of project activities and fidelity of implementation (page 39).

Weaknesses:

Milestones for project activities are not clearly described. Details regarding some of the activities in the timeline are limited.

Details are limited regarding clearly defined responsibilities for some project staff. For example, it is unclear what the role of the data analyst will be in relation to three principal investigators.

Details regarding the time commitments of key project staff are limited. For example, the applicant does not indicate the time commitments for three principal investigators, a program manager, and a data analyst who will be paid overtime (page 29).

The applicant mentions a steering committee in regard to ensuring continuous improvement of the project, however details regarding who will be part of this committee are limited.

Reader's Score: 20**Sub Question**

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

Strengths:

The applicant describes a management plan in a table on pages 31-36 that includes dates, project activities, and the persons responsible for these activities. Milestones are mentioned on page 36 and are described as the point at which a teacher moves from observer to co-teaching and then leading their own arts integrated lessons (page 36). There is a plan to meet quarterly to review budget reports to track expenses and ensure the project is on-time and within budget (page 36).

Weaknesses:

Milestones for project activities are not clearly described. Details regarding some of the activities in the timeline are limited.

Details are limited regarding clearly defined responsibilities for some project staff. For example, it is unclear what the role of the data analyst will be in relation to three principal investigators.

Sub Question

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 for the project director (10%) (page 26) and the Arts Curriculum Specialist (5%) are described, as well as that of an administrative assistant/bookkeeper (5%).

Weaknesses:

The applicant does not indicate the time commitment a data analyst who will be paid overtime (page 29).

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 mentions that regular feedback monitoring and information will be shared quarterly with a Steering Committee, the project director and the program manager, who will make necessary changes to the project implementation (page 38). There is also a plan to conduct monthly meetings with the project director and program managers and Arts Integration Specialist to ensure smooth progress of project activities and fidelity of implementation (page 39).

Weaknesses:

The applicant mentions a steering committee in regard to ensuring continuous improvement of the project, however details regarding who will be part of this committee are limited.

Reader's Score:

Selection Criteria - Quality of the Project Evaluation

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 description of performance measures that will produce quantitative and qualitative data on pages 41-43. Examples include surveys, interviews, student assessments, videos of teachers, observations and focus groups.

The applicant provides a plan to collect feedback from administrators, stakeholders, students, and teachers. The applicant describes an evaluation process that incorporates regular feedback monitoring that will be shared with a steering committee (page 38) who will make necessary changes to the project. A framework for evaluation activities is provided on pages 41-43.

The applicant describes a plan to conduct a quasi-experimental design comparison study to determine the impact of the project. A mixed-methods approach is described, that will include surveys, student assessments, observations, portfolios and interviews.

Weaknesses:

Some of the performance measures are not aligned to project activities. For example, the applicant does not provide details that describe how parent surveys and participant portfolios will be used in relation to project activities (page 41-42).

Details are limited regarding how methods of evaluation will permit periodic assessment of progress toward achieving outcomes. For example, the applicant mentions that written evaluations will be provided periodically to all stakeholders (page 40), but does not indicate how this information will produce feedback that will guide the project.

Details are limited regarding how the applicant will determine evidence of promise. For example, methods of analysis and a plan for statistically matching comparison schools are not described. It is unclear how the participatory design mentioned will be used to conduct the evaluation. It is also unclear how portfolios will be evaluated. The applicant mentions that teachers will be selected for participation in the project (page 46), based on motivation and principal decisions, and that as much as possible, students will be randomly assigned. However, details regarding how this selection and assignment will be accounted for in the comparison study are not provided.

Reader's Score: 17

Sub Question

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

Strengths:

The applicant provides a description of performance measures that will produce quantitative and qualitative data on pages 41-43. Examples include surveys, interviews, student assessments, videos of teachers, observations and focus groups.

Weaknesses:

Some of the performance measures are not aligned to project activities. For example, the applicant does not provide details that describe how parent surveys and participant portfolios will be used in relation to project activities (page 41-42).

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 plan to collect feedback from administrators, stakeholders, students, and teachers. The applicant describes an evaluation process that incorporates regular feedback monitoring that will be shared with a steering committee (page 38) who will make necessary changes to the project. A framework for evaluation activities is provided on pages 41-43.

Weaknesses:

Details are limited regarding how methods of evaluation will permit periodic assessment of progress toward achieving outcome. For example, the applicant mentions that written evaluations will be provided periodically to all stakeholders (page 40), but does not indicate how this information will produce feedback that will guide the project.

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 describes a plan to conduct a quasi-experimental design comparison study to determine the impact of the project. A mixed-methods approach is described, that will include surveys, student assessments, observations, portfolios and interviews.

Weaknesses:

Details are limited regarding how the applicant will determine evidence of promise. For example, methods of analysis and a plan for statistically matching comparison schools are not described. It is unclear how the participatory design mentioned will be used to conduct the evaluation. It is also unclear how portfolios will be evaluated. The applicant mentions that teachers will be selected for participation in the project (page 46), based on motivation and principal decisions, and that as much as possible, students will be randomly assigned. However, details regarding how this selection and assignment will be accounted for in the comparison study 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 describes a plan to form a virtual professional learning community using technology and video conferencing. There is a plan to develop resources and artifacts that will be shared with teachers.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Status: Submitted
Last Updated: 07/22/2014 05:31 PM

Status: Submitted

Last Updated: 07/22/2014 01:24 PM

Technical Review Coversheet

Applicant: School Board of Sarasota County, FL (U351C140021)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	5	4
Quality of Project Design		
1. Project Design	10	10
Quality of Project Services		
1. Project Services	15	13
Quality of Project Personnel		
1. Project Personnel	15	12
Quality of the Management Plan		
1. Management Plan	30	25
Quality of the Project Evaluation		
1. Project Evaluation	25	21
Sub Total	100	85
Priority Questions		
CPP-Technology		
Competitive Preference Priority-Technology		
1. CPP-Technology	20	18
Sub Total	20	18
Total	120	103

Technical Review Form

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

Reader #2: *****

Applicant: School Board of Sarasota County, FL (U351C140021)

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 Sarasota County Schools have been in partnership with J. F. Kennedy Center for the Performing Arts and the Van Wezel Performing Arts Hall since 1997. The project proposes a “mentee to mentor” transformational strategy. LEARN and CPALMS will be used to store/retrieve lesson plans .

Since this partnership has existed since 1997 the priority of extending arts education to these low-income schools brings into question the determination of the district to expand services to these areas.

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 Sarasota County Schools have been in partnership with J. F. Kennedy Center for the Performing Arts and the Van Wezel Performing Arts Hall since 1997 (p. 6). This proposal intends to extend that effort to an additional four Title 1 schools in the district.

Weaknesses:

Since this partnership has existed since 1997 and the district is only now considering these schools as venues for arts integration the urgency of extending arts education to these low-income schools may be subject to scrutiny by the schools and the community.

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 project proposes a “mentee to mentor” transformational strategy over the duration of the grant. This would allow those receiving training to transfer it on to a new audience. LEARN and CPALMS will be used to store/retrieve lesson plans and to disseminate model lesson locally and nationally.

Weaknesses:

No weaknesses were noted in this section.

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:

The proposal presents a reasonable hypothesis for how arts integration supports academic content learning. The logic model presented illustrates this hypothesis. The schools are fund raising to continue the Arts Integration Specialist and program manager positions.

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 proposal presents a reasonable hypothesis for how arts integration supports academic content learning (pp. 13-14) that is supported by a substantial body of research. The logic model presented on page 15 illustrates this hypothesis and presents reasonable outcomes for the implementation of project strategies.

Weaknesses:

No weaknesses were noted in this section.

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 proposal is fund raising to continue the Arts Integration Specialist and program manager positions. This early commitment to dissemination beyond the end of the grant period is indicative of a long term plan for its continuation.

Weaknesses:

No weaknesses were noted in this section.

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:

The project proposal intends to match qualified staff to the diversity of the student population. The Sarasota Schools' history of collaboration with the Kennedy Center and the Van Wezel Performing Arts Hall should facilitate ongoing professional development activities. The schedule of weekly individual teacher meetings (p. 20) provides for intensive contacts. The "Next Generation" standards cited along with the provision that all lesson plans created will be linked to

these standards increases the likelihood that students will improve academically.

The proposal does not provide information about how much exposure to integrated instruction students will need for academic improvement to occur.

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:

The project proposal intends to match qualified staff to the diversity of the student population and presents a demographic distribution table of students on page 18. The project also discusses extending services to students living in rural areas. Adaptations for students with disabilities are noted on page 24.

Weaknesses:

No weaknesses were noted 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 Sarasota Schools' history of collaboration with the Kennedy Center and the Van Wezel Performing Arts Hall should facilitate ongoing professional development activities. The schedule of weekly individual teacher meetings (p. 20) provides for intensive contacts lasting for an academic year with the recipients of the arts integration training. The provision for substitute teachers to allow teachers to participate in model lessons and observation also may lead to improved practice.

Weaknesses:

No weaknesses were noted in this section.

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 "Next Generation" standards cited and examples provided in proposal along with the provision that all lesson plans created will be linked to these standards increases the likelihood that students will improve their scores on standardized testing in other content areas.

Weaknesses:

The proposal does not provide information about how much exposure to integrated instruction students will need for improvements in achievement to result or how long (durable) these improvements may be. This information is important in estimating program impact and adjusting implementation.

Sub Question

Reader's Score:

Selection Criteria - Quality of Project Personnel

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

General:

A steering committee will be created to oversee implementation. The project will actively recruit underrepresented groups. Mr. Hersch's background in the arts and as a school administrator make him very well qualified to oversee the implementation of the proposed project. The three principal investigators named are all distinguished and well-educated professional educators.

More detailed job descriptions for the program manager and arts integration specialist would provide a better description of the positions and qualifications required. The specific roles and relationship between the three PI's is not specified.

Reader's Score: 12

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:

A steering committee will be created to oversee implementation of the proposed project. The committee will consist of community arts organizations, Sarasota schools representatives, teachers and parents. The project will actively recruit underrepresented groups (p. 25-26).

Weaknesses:

No weaknesses were identified in this section.

Reader's Score:

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

Strengths:

Mr. Hersch's background in the arts and as a school administrator make him very well qualified to oversee the implementation of the proposed project. The support role planned for Ms. Hartvigsen is appropriate for her skill set.

Weaknesses:

The descriptions of the Program Manager and Arts Integration Specialist provided in the proposal are in the style of recruitment announcements. More detailed job descriptions would provide a better description of the positions and qualifications required.

Reader's Score:

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

Sub Question

Strengths:

The three principal investigators named are all distinguished and well-educated professional educators with credentials that would qualify them for a variety of roles in the project.

Weaknesses:

The specific roles and relationship between the three PI's is not specified. Additionally, the research background and professional training of the three that is provided in the resumes attached does not include arts integration research.

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 project timeline provides an overview of activities and responsibilities proposed for the project. The time commitment of the key personnel is appropriate to the tasks assigned them. The plan provides for quarterly meetings of the steering committee with feedback from evaluators. The program manager, the AGC director and the arts integration specialist will meet monthly to provide for implementation fidelity.

There is difficulty in the timeline discerning the responsibilities of the three different PIs. The timeline does not adequately identify major tracking milestones. Teachers moving from "observer" to "leading" is identified as critical but the process for noting these milestones is not included. No principals were included on the steering committee.

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 project timeline provided on pp. 31-36 provides a four year overview of activities and responsibilities proposed for the project.

Weaknesses:

There is difficulty in the timeline discerning the responsibilities of the three different PIs identified to the project and when they are acting as a single unit. The timeline does not adequately identify major tracking milestones so that incremental progress can be assessed. Teachers moving from "observer" to "leading" is identified as critical but the process for noting these milestones is not included. The same is true for monitoring the GRR process for fidelity. How will this happen? When? Who will assure this monitoring occurs?

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.

Sub Question

Strengths:

The time commitment of the key personnel is appropriate to the tasks proposed for them in the project.

Weaknesses:

No principals were included on the steering committee. Given their role in facilitating implementation (p. 38) and providing access to schools/teachers their exclusion may make achieving objectives more difficult.

Reader's Score:

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

Strengths:

The plan provides for quarterly meetings of the steering committee with feedback from evaluators. Work samples will be posted on LEARN continuously. The program manager, the AGC director and the arts integration specialist will meet monthly to provide for implementation fidelity.

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 proposed evaluation measures, performance measures and timeline are clearly communicated and reasonable. The district calls for longitudinal data for use beyond the grant period which demonstrates intent to track outcomes for long term impact. The evaluation design provides for multiple measures of project impact collected over time and with the use of a comparison control.

Many of the instruments described in the proposal are not developed. Their validity and reliability is unknown. While the plan states an intent to use the empowerment evaluation approach no subsequent description of how that methodology will be incorporated into the evaluation plan is provided.

Reader's Score: 21

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 table on pp. 41-43 provides a clear summary of the proposed evaluation measures, performance measures and timeline. These measures include direct observation of project implementation for formative evaluation as well as longitudinal measures of student achievement using state standardized testing.

Sub Question

Weaknesses:

No weaknesses were noted in this section.

Reader's Score:

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

Strengths:

The evaluation implementation refers to using Fetterman's empowerment evaluation model as a tool for improving stakeholder capacity. They plan also calls for longitudinal data for use beyond the grant period which demonstrates intent to track outcomes for long term impact.

Weaknesses:

Many of the instruments described in the proposal are not developed. Their validity and reliability is unknown as is their ability accurately identify changes in student or teacher knowledge or attitudes. While the plan states an intent to use the empowerment evaluation approach no subsequent description of how that methodology will be incorporated into the evaluation plan is provided.

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 design provides for multiple measures of project impact collected over time and with the use of a comparison control. If carried out as designed it should produce an accurate estimate of the project's impact.

Weaknesses:

No weaknesses were noted in this section.

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 district provides Prometheus Boards district-wide and is preparing Instructional Focus Guides (instruction plans across all content areas) (pp. 2-3). The proposed project will add to LEARN (online access to instructional resources) for dissemination and linked to IFG. Other technology will support communications and resource access.

Weaknesses:

Direct use of technology by students for "hands-on" or creative activities is not discussed. This may limit its impact on improving student achievement.

Reader's Score: 18

Status: Submitted

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