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

Technical Review Coversheet

Applicant: Alameda County Office of Education (U351C110022)

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

		Points Possible	Points Scored
Questions			
Summary Comments			
Summary Comments			
1. Summary Comments		0	0
	Sub Total	0	0
Selection Criteria			
Significance			
1. Significance		10	10
Quality of the Project Design			
1. Project Design		10	6
Quality of Project Services			
1. Project Services		20	18
Quality of Project Personnel			
1. Project Personnel		10	10
Quality of the Management Plan			
1. Management Plan		20	20
Quality of the Project Evaluation			
1. Project Evaluation		30	30
	Sub Total	100	94
Priority Questions			
Competitive Preference Priorities			
Enabling More Data-Based Decision-Making			
1. Decision-Making		10	10
Strong or Moderate Evidence of Effectiveness			
1. Evidence of Effectiveness		10	10
	Sub Total	20	20
Invitational Priority			
Improving Achievement and H.S. Graduation Rates			
1. Graduation Rates		0	0
	Sub Total	0	0
	Total	120	114

Technical Review Form

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

Applicant: Alameda County Office of Education (U351C110022)

Questions

Summary Comments - Summary Comments

1. **Please enter any summary comments here.**

   Strengths:

   The applicant displayed an overwhelming plan for management and oversight for the proposed project. A structured professional development plan was developed from proven models and academic standards and appears to be designed to build capacity in this area as an ongoing process.

   Weaknesses:

   The applicant does not provide specific arts programs relative to the research that demonstrated a knowledge of need for the proposed project.

Reader's Score: 0

Selection Criteria - Significance

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

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

   Strengths:

   a. The applicant describes the needs of the target population, and demographics of the service area as the district serving 8,800 K-2 students in 12 schools, with a poverty rate of 54% (Title 1, ESEA criteria, and free/reduced lunch eligibility); the population is 40% Hispanic, 16% African American, 16% Asian, 13% White and over 10% Filipino/Pacific Islander/American Indians; in which 37 languages are spoken; and 28% are classified as English Language Learners. Pages 2-3
   The project proposes to serve 2,000 students enrolled in two middles schools (grades 6-8) Muir and Bancroft; with predominately minority students Latino 88% and African American 82%. Also, 57.5% of Muirs students are from low-income families and 56.9% of Bancroft. Page 4

   The applicant proposes to provide a comprehensive model for arts-integrated inquiry-based professional development to middle school arts, science and English language art teachers; build on successful Teacher Action Research Institute pilot in the San Leandro Unified School District; and to establish a regional Teacher Action Research Summer Institute.

   b. The applicant describes a variety of dissemination activities that includes teachers documenting their work on a shared website; presentations at Arts Learning Leadership retreats; teaching in the Alameda County Office of Educations Arts Integration Specialist Program; and a professional development/continuing education program offering a certificate of Arts

Integration to arts education and all teachers from pre-K-12. For example, a dissemination and capacity building component of the proposed middle school Teacher Action Research Institute project is a three-day Regional Teacher Action Research Summer Institute that will be a cultivating activity for teachers and schools to present their classroom action research publicly. Individual and teachers and school teams of collaborating artist and teachers will design and implement mini-courses where Institute attendees can engage in the process of using rich and active arts learning experiences to engage students with academic content and analyzing and formative assessment tools how well students are learning in those experiences. Pages 5-6

Weaknesses:

None noted.

Reader's Score: 10

Selection Criteria - Quality of the Project Design

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

   Strengths:

   The applicant describes a professional development model that is designed to build capacity by including Site lead participation in the proposed middle schools Teacher Action Research Institute, for the purpose of extending their leadership skills in culturally responsive, arts-integrated teaching and learning to the middles school teachers and the two new middle school site leads to bring project implementation guidance based on their practical knowledge and experience. The Site leads serve as a critical link between what teachers are actually doing, and what they need to improve teaching and administrators who may be removed from classroom practice but are making critical decisions about what occurs in them.

   Weaknesses:

   The applicant does not expound on arts-integrated teaching that involves specific areas of the arts that suggests the benefits of curricula activities noted from the research provided.

   The applicant does not provide a plan of sustainability, or indicate how resources or partnerships will contribute to on-going funding beyond Federal assistance.

Reader's Score: 6

Selection Criteria - Quality of Project Services

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

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

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

Strengths:

a. The applicant proposes to support a more diverse pool of instructors in the program, and to support more equitable classrooms. For example, by attracting more underrepresented teachers to their professional development, and increasing diversity among arts professionals who offer rigorous arts-based professional development in Alameda County, they will be able to increase leadership opportunities among arts educators.

b. The applicant clearly describes how their model will provide research-based and practice-proven strategies for supporting culturally responsive arts-integrated teaching through continuing education and professional development in arts integration for arts and all K-12 teachers. For example, the applicant states that through their Mills College Teacher Scholars program, they will provide guidance, oversight, and in-kind support from two major initiatives: the Integrated Middle School Science Initiative, and a partnership with Oakland-based Envision schools to pilot performance assessments.

c. Over the course of 3 years, the project will serve 10 teacher site leads (the eight current K-5 site leads plus the two middle school leads); 13 K-8 visual arts and music teachers; 25 middle school Language Arts teachers, and 11 middle school science teachers, for a potential total of 59 participants.

In order to achieve academic standards, the applicant proposes teams of 5-8th grade arts, science and ELA teachers who will collaboratively plan arts integration units and reflect on their teaching practice and their observations of student learning. By building and establishing inquiry-based school-wide Professional Learning Communities the applicant will be able to provide teachers with tools and knowledge to apply ongoing formative and summative performance based assessment.

Weaknesses:

The applicant does not provide a timeline for the exact duration of time for the overall structure, strategies or resources for the proposed plan that would provide a more defined range of time for each activity, instead of Year 1 integration, Year 2 planning, Year 3 assessment, etc.

Reader's Score: 18

Selection Criteria - Quality of Project Personnel

1. (a) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

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

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

Strengths:

a. The applicant states that they are a highly diverse consortium of organizations and individuals representing diversity in age, race, ethnicity, and sexual orientation. Page 15

b. The applicant demonstrates personnel qualifications, relevant training and experience of key project personnel. For example, the Project Director is a current Arts Learning Coordinator at the Alameda COA in charge of funding and implementing its strategic plan for the 18 school districts. The Project Director served 10 years as co-founder of the Alliance, and has managed over $9 million in foundation and government support for Alliance-sponsored projects countywide. Pages 15-16

c. The applicant demonstrates the qualifications for the project consultants. For example, the Arts Learning Coordinator is the Curriculum and Program Coordinator for the Arts Integration Specialist Program, and the Teacher Action Research Institute pilot that writes art curriculum and produces online educational content for museums and K-16 educators including an online teacher curriculum site. Page 16

Weaknesses:

None noted

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

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

   Strengths:

   The applicant describes its management plan for the proposed project and includes a plan for accomplishing the project tasks. For example, the Project Director will provide the overall project management, and be responsible for all matters of grant administration and oversight, including all activities of project evaluation. The applicant provides details relevant to the organizations Planning and Implementation Committee; Core Management Team; Coaches Group; and Site Leadership Group. The Core Management Team will communicate regularly and meet weekly/as needed to ensure day-to-day management of project; coordination of program scheduling; and site issues. Pages 17-19

   Weaknesses:

   None noted

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

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

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

   Strengths:

   a. The applicant proposes the interrupted time series design to measure teacher practice and student outcomes prior to, during, and after the projects implementation, by matching comparison groups of students matched to grade level, ethnicity, socioeconomic status, gender, and English proficiency from the same school.

   The evaluator will design methods and instruments, and collect data for three main evaluative goals: annually assess the

implementation of project activities; designed to determine whether the program is impacting teacher practice; and the evaluation team will collect both quantitative achievement data using matched comparison group design. Implementation of the program will be measured with quantitative and qualitative data, through surveys of program participants. Pages 20-21

b. The applicant states that the goals of implementation evaluation in years 2-3 will be to provide ongoing improvement, as well as a future dissemination component of the project. The evaluator will meet quarterly with the project planning and implementation group to gather feedback on data collection design, tool development and to share findings and discuss implications for project design. Both quantitative and qualitative data will be gathered to evaluate change and improvements in teacher practice as a result of the program. The data used to access change in teacher practice will include surveys, observations of professional development sessions, and interviews with classroom and arts teachers. Teacher research data, documentation of arts integrated units and multiple formative and ongoing, as well as summative assessments will be considered as data for describing the outcomes of professional development in arts integration.

Student outcome data will be compared to a matched comparison group of demographically similar students within the district, in the same time frame and using the same assessment measures.

Weaknesses:

None noted.

Reader's Score: 30

Priority Questions

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

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

   Strengths:

   The evaluator will design methods and instruments, and collect data for three main evaluative goals: annually assess the implementation of project activities; designed to determine whether the program is impacting teacher practice; and the evaluation team will collect both quantitative achievement data using matched comparison group design. Implementation of the program will be measured with quantitative and qualitative data, through surveys of program participants. Pages 20-21

   Weaknesses:

   None noted.

Reader's Score: 10

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

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

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

Strengths:

The applicant describes research partners at Harvard University's Project Zero, in a diverse group of laboratory schools in Berkeley, Oakland, and Emeryville, the County Office developed a model of professional development for teachers and teaching artist to create engaging and effective art and arts-integrated lessons across all subject areas. The model includes formative assessment tools for teacher and students to understand the habits of mind in art-making, and to further understand how these "Studio Habits of Mind (Observe, Engage, Persist, Reflect) aligned with critical thinking skills.

Weaknesses:

None noted.

Reader's Score: 10

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

1. **Improving Achievement and High School Graduation Rates.**

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

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

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

   Yes

Reader's Score: 0

Status: Submitted
Last Updated: 08/25/2011 10:43 PM

Technical Review Coversheet

Applicant: Alameda County Office of Education (U351C110022)
Reader #2:   **********

	Points Possible	Points Scored
Questions		
Summary Comments		
Summary Comments		
1. Summary Comments	0	0
Sub Total	0	0
Selection Criteria		
Significance		
1. Significance	10	7
Quality of the Project Design		
1. Project Design	10	9
Quality of Project Services		
1. Project Services	20	20
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	96
Priority Questions		
Competitive Preference Priorities		
Enabling More Data-Based Decision-Making		
1. Decision-Making	10	10
Strong or Moderate Evidence of Effectiveness		
1. Evidence of Effectiveness	10	10
Sub Total	20	20
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	0
Sub Total	0	0
Total	120	116

Technical Review Form

Panel #7 - Panel - 7: 84.351C

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

Applicant: Alameda County Office of Education (U351C110022)

Questions

Summary Comments - Summary Comments

1. **Please enter any summary comments here.**

   Strengths:

   -         This is a very strong and highly relevant project that builds on a proven successful similar project aimed at primary schools with clearly identified needs for both teachers and students

   -         All components of the grant application are extremely well addressed and the proposal envisages strong evaluation and management strategies that would be implemented and led by highly qualified staff

   -         The project has high potential impact on capacity building and institutionalization, which will ensure sustainability beyond the period of Federal financial assistance

   -         Excellent dissemination strategies that have the potential to have an impact not only for the local partners, but at regional and national levels.

   Weaknesses:

   -         Unclear why the project is targeted so largely on primary level schools when the main target is on middle schools, and the all proposal builds on the success of a similar project in the elementary schools it still includes

Reader's Score: 0

Selection Criteria - Significance

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

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

   Strengths:

   -         The project is highly significant as it responds to the needs of teachers for specific professional development in interdisciplinary teaching and learning practices so as to better support high risk and ELL students in their learning process, with the ultimate objective of improving students academic achievements in English Language Arts and Science

   -         The strategy for disseminating the outcomes of the project is strong, as it includes not only local dissemination at the school level and through a summer institute, but also presentations at regional and national key conferences, and publications is specialized and academic journals

   -         There is a strong emphasis made on the importance of the transition between primary education and middle schools

   -         The project will not only provide new professional development opportunities for the targeted teachers in the selected two middle schools, but improve the existing professional opportunities, and expand an already proven successful Teaching Action Research Institute beyond primary schools.

   -         The project will impact a considerable number of students: 600 per year, reaching 2,000 over the three years in

2 middle schools

Weaknesses:

\-   Even though the project is targeted to the two mentioned middle schools teachers, it is unclear how it will impact the existing 10 current K-5 site leads.

\-   The proposal suggests that it will serve 13 K-8 visual arts teachers, but not clear about the number of middle school visual arts teachers

Reader's Score: 7

Selection Criteria - Quality of the Project Design

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

   Strengths:

   \-   The project envisages a strong role for the leadership within schools, including both a lead teacher and the principal, reinforcing the chances of the sustainability beyond the period of Federal financial assistance, if the project shows similar success at the middle school level

   \-   The project builds on the success of a similar pilot project in primary schools

   \-   The project fosters experience sharing among principals of various schools, with a three day regional Teacher Action Research Summer Institute for further knowledge sharing and learning experiences for teachers

   Weaknesses:

   \-   It is not clear (beyond the fact that teachers document their work on a shared website (p.5) if there is an online community of practice, and if so, how it will be made active and sustainable

Reader's Score: 9

Selection Criteria - Quality of Project Services

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

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

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

   Strengths:

   \-   The strategies for ensuring equal access and treatment for traditionally under-represented participants is at the heart of the project, since its main purpose being building teacher capacity for culturally responsive teaching and differentiated instruction through arts integration. This includes, inter alia, culturally sensitive materials, teaching and learning strategies to address students unique and individual needs.

   \-   The proposed PDAE clearly meets the grant requirements by providing 80 professional development hours over

12 months with at least 40 in the first 6 months of the program

\- The project is well-designed to ensure that teachers become more knowledgeable about student learning, and better data on students are collected to inform teachers' decision making

\- The program structure is strong, as it includes initial professional development, bi annual two full days workshops, communities of practice at the school level, summer institutes, and coaching and observation of their teaching practices in their respective classrooms, with a strong emphasis on action research.

\- The project builds on the well documented impact of similar project in primary schools on students academic achievements

Weaknesses:

\- I see no major weaknesses in this area

Reader's Score: 20

Selection Criteria - Quality of Project Personnel

1. **(a) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

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

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

   Strengths:

   \- Pro active measures are envisaged to encourage applications for employment from persons who are member of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability through for example, the Arts Integration Specialist Program Apprenticeship that was developed to attract a diverse body of teaching artists and representative of the students population.

   \- Strong team of staff and consultants that are highly qualified and bring all the specializations needed for the success of the project.

   \- Key management has proven records of managing million dollar grants.

   Weaknesses:

   \- I see no major weaknesses in this area

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

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

   Strengths:

   \- Key personnel and consultants have clearly defined roles and responsibilities, as set out in the Project Management and Implementation Timeline which includes timeframe, activities and milestones and responsibilities

-	The management plan proposes four sub groups to ensure smoothly-functioning and high quality program implementation: A planning and implementation committee, a core management team, coaches group, and site leadership groups with clear descriptions of the purpose of each group, its function, and its members

Weaknesses:

- I see no major weaknesses in this area

Reader's Score:	**20**

Selection Criteria - Quality of the Project Evaluation

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

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

   Strengths:

-	Logic Model clearly defines priorities of the program, target constituencies, key strategies, process benchmarks, midterm and long term outcomes for both teachers and students
-	Evaluation will be led and instrument designed by a highly qualified evaluator, who has also been involved in the successful pilot institute that the project builds on
-	Very strong evaluation methodology that addresses all the components and key objectives of the overall program from its beginning, with interrupted time series to measure teachers practice and students outcomes prior to, during, and after the project.
-	Clear evaluation strategies to document teachers progress toward outcomes, and so allow performance feedback throughout the project

   Weaknesses:

   - I see no major weaknesses in this area

Reader's Score:	**30**

Priority Questions

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

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

   Strengths:

   - Many strategies and actions are planned to collect both qualitative and quantitative data on the impact of the program on instructional practices, policies, and student outcomes in both elementary and secondary schools. (For example, a

matched comparison group of students with other students from the same schools is proposed).

- Variety of strategies and tools will be used to collect quantitative and qualitative data on the impact of the program on teachers' instructional practices, including, among others, surveys, observations, and interviews.

- Project proposes a strong multi-method approach to measure the impact of the program on students' learning and outcomes, including surveys, focus groups, formative and summative assessment tools, and quantitative analysis of students' performance on standardized tests

Weaknesses:

- I see no major weaknesses in this area

Reader's Score: 10

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

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

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

   Strengths:

   - This program build on a well designed and well implemented quasi experimental program with moderate evidence proven success, as it is entering in its 3rd and final year, and has therefore only partial overall evaluation

   Weaknesses:

   - I see no major weaknesses in this area

Reader's Score: 10

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

1. **Improving Achievement and High School Graduation Rates.**

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

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

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

Yes

Reader's Score: 0

Status: Submitted
Last Updated: 08/29/2011 10:59 AM

Technical Review Coversheet

Applicant: Alameda County Office of Education (U351C110022)
Reader #3:   **********

	Points Possible	Points Scored
Questions		
Summary Comments		
Summary Comments		
1. Summary Comments	0	0
Sub Total	0	0
Selection Criteria		
Significance		
1. Significance	10	9
Quality of the Project Design		
1. Project Design	10	9
Quality of Project Services		
1. Project Services	20	8
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	20	19
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	85
Priority Questions		
Competitive Preference Priorities		
Enabling More Data-Based Decision-Making		
1. Decision-Making	10	10
Strong or Moderate Evidence of Effectiveness		
1. Evidence of Effectiveness	10	10
Sub Total	20	20
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	0
Sub Total	0	0
Total	120	105

Technical Review Form

Panel #7 - Panel - 7: 84.351C

Reader #3:   `**********`

Applicant: `Alameda County Office of Education (U351C110022)`

Questions

Summary Comments - Summary Comments

1. **Please enter any summary comments here.**

   Strengths:

   This proposal is well reasoned, researched, and prepared. Each section shows careful attention detail and and where needed, draws on local data and circumstance to demonstrate need. At approximately $423.00 per student the ost seems reasonable considering the effects it will bring.

   Weaknesses:

   Some minor details were not include that would enriched the project but this comment should in no way suggest that these omissions would have a significant impact on the overall study, they would not.

Reader's Score: **0**

Selection Criteria - Significance

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

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

   Strengths:

   Addressing needs: The proposal defines the expected outcomes with clarity and precision and lists them in ways that will be observable and measureable. The out comes also indicate how the project ill be sustained beyond the funding periods. They have clearly reviewed the Harvard Zero project and incorporated those elements that best suits their needs. For example, they cite Habits of Mind e.g., Observe, Engage, Persist, Reflect align with critical thinking skills as one of the core elements and essential ingredients of the proposal. And in so doing, are projecting that they will be able to provide for all students need to learn, apply new knowledge in meaningful and relevant contexts in all subjects, and demonstrate and perform their understanding in a variety of visible ways (page 2).

   Capacity: The proposal recognizes the importance of disseminating in varied venues. They cite, in particular, their learning arts coordinators published chapter in Artful Teaching (Teachers College Press, 2010) . Further significance of this work is that it is peer reviewed. Also, opportunities are provided for teachers to present their classroom action research publicly opening new vistas fro both teachers and those to whom they are presenting their work.

Weaknesses:

Does not spell out in significant detail how, what and when teacher sharing will take place., For example, during the middle of the project, or at the end.

Reader's Score: 9

Selection Criteria - Quality of the Project Design

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

   Strengths:

   The decision to address the issue of sustainability beyond the funding period. The proposal identifies key concerns to their community and address them addresses them. Two factors are cited capacity building where they will use local intellectual resources to maintain change; and institutionalization, where they will develop leadership that supports program integration into school and district cultures. And n in both cases, the role of teachers is clearly defined. (page 6).

   Weaknesses:

   while their discussion of institutionalization is good, additional information beyond that given, which is anecdotal would have been helpful.

Reader's Score: 9

Selection Criteria - Quality of Project Services

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

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

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

   Strengths:

   : The proposal addresses

   (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 in three ways (1) professional arts development (2) provide leadership opportunities (3) introduce course content that reflects the influence of practitioners attuned to issues of racism and equity.

   (b)   The second subcategory, 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 is addressed by melding theory and practice in a way that brings the power of theory based inquiry to the grounded present needs of the classroom.

(c)   And the third, 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 Here the project addresses evidence of past success and how this may be a predictor for future success. They cite data obtained from a locally administered test.

Weaknesses:

While the he third category specifying how the project will address the issue of achievement is implied in other areas, it is not address in a clear and precise manner here. Moreover, no information is given as to the methods used to obtained the locally developed data

Reader's Score: 8

Selection Criteria - Quality of Project Personnel

1. (a) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

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

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

Strengths:

The proposal cites its ten year history for supporting its claims of interrogating issues of race and equity, and its affiliation with social, racial-justice organizations and arts service organizations to engage questions of identity and diversity (page 15). The efforts, on face value spear to e creditable.

(b) The qualifications, including relevant training and experience, of key project personnel.
My review of the listed personnel finds them to be well-credentialed and eminently qualified.

Weaknesses:

The Proposal lacks specific details of what took place t during its ten ear long affiliation with the various arts and social organizations cited and the purpose these of these liaisons.

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

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

    Strengths:

    The plan is well designed. It clearly defines distinction between policy and implementation who plays what role in each; The evaluative goals and expectations are clearly defined and are observable and measurable; the collected data will be summative, formative, and qualitative and quantitative providing broad spectrum to draw from; and it provides criterion references as evidence of how well teachers are teaching.

    Weaknesses:

Reader's Score: 19

Selection Criteria - Quality of the Project Evaluation

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

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

    Strengths:

    The variety of techniques, methods, and instruments i.e. "use interrupted time series design to measure teacher practice and student outcomes prior to, during and after the projects implementation; matched comparison groups to examine student outcomes; Clearly defined goals and expectations t determine if teachers are doing what is expected of them are all exemplary.

    Weaknesses:

    none

Reader's Score: 30

Priority Questions

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

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

Strengths:

The proposal meets all of the requirements as set forth in this category

Weaknesses:

Reader's Score: 10

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

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

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

   Strengths:

   string evidence is presented to support to support effectiveness

   Weaknesses:

   none.

Reader's Score: 10

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

1. **Improving Achievement and High School Graduation Rates.**

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

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

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

   Yes

Reader's Score: 0

Status: Submitted

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