

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

Status: Submitted

Last Updated: 08/08/2011 11:29 AM

Technical Review Coversheet

Applicant: Puget Sound Educational Service District -- Teaching and Learning Arts Education
(U351C110085)

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	7
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	25
Sub Total	100	92
Priority Questions		
Competitive Preference Priorities		
Enabling More Data-Based Decision-Making		
1. Decision-Making	10	8
Strong or Moderate Evidence of Effectiveness		
1. Evidence of Effectiveness	10	8
Sub Total	20	16
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	0
Sub Total	0	0
Total	120	108

Technical Review Form

Panel #2 - Panel - 2: 84.351C

Reader #1: *****

Applicant: Puget Sound Educational Service District -- Teaching and Learning Arts Education
(U351C110085)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

The applicant outlines a project that is adequate to expand the current arts project. The proposed project will scale up the researched-based Arts Impact professional development model. This model strengthens standards-based arts education programs and ensures all students meet challenging State academic and art content standards by creating capacity and sustainability for delivering the Arts Impact program. The project will be implemented through a turnkey professional development program utilizing Teacher Leader.

Weaknesses:

Beyond data from the assessment of the original project, the applicant fails to describe research supporting the foundation of the programs. Additionally, the applicant does not describe in detail a data collection process to support its intent to gather data to analyze.

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 outlines a strategy that demonstrates the ability to build capacity to provide, improve, and expand services that address the needs of the target population. Developing a scale up model that is affordable, can be implemented in a reasonable amount of time, and retains key features of the base project, is sufficient to produce student and teacher outcomes will reasonably help build local capacity to provide, improve and expand quality arts education to high needs schools (page 2). The goal of the project is to scale up the researched-based Arts Impact professional development model. The proposed model strengthens standards-based arts education programs and ensures all students meet challenging State academic and art content standards by creating capacity and sustainability for delivering the original program (Abstract and pages 1-2).

(b) The applicant presents appropriate strategies to disseminate information on the project to enable others to use the information (page 3-4). Dissemination efforts will draw together the threads of the formative inquiry and summative evaluation with basic design documents and measurement tools to produce a guide for wider deployment of the Arts Impact model in the future. The dissemination plan will target K-12 public school educators and administrators; regional educational agencies; arts educators and practitioners; and community arts education organizations. Research findings

will be presented at State and national conferences, and via the Arts Impact website, which will provide access to the Arts Impact curriculum tools and measures. A published report of findings and recommendations will be professionally designed, and expert advice for dissemination strategies via social networks will be sought.

Weaknesses:

(a) No weaknesses noted.

(b) No weaknesses 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 presents information on how the project design increases capacity and will yield results beyond the period of federal assistance through post training work, embedded sustainable tools and practices, and professional learning communities (pages 4-5). Teachers continue to seek professional development after their initial two-year training by attending ongoing workshops (offered free to program graduates by Arts Impact) and graduate-level programs are offered Arts Program cultural partners. Lessons learned, promising practices and tools resulting from twelve years of evaluative practice and the completed 2002-2005 and 2006- 2010 projects have resulted in specific tools and practices designed to build sustainability and capacity post training. Professional Learning Communities are a regular part of the program professional development to facilitate grade level planning, family engagement activities, and assessment review and analysis. Additionally, the original Arts Impact started in 1999 as a small, state and locally funded, teacher-training program. Application of rigorous assessment and evaluation strategies has led to program modifications, program growth and increased effectiveness over the years. Now Arts Impact draws national attention and has become the primary arts teacher-training program in Washington State. The proposed project is an enhancement of the original project (pages 5). Lessons learned, promising practices and tools resulting from the completed 2002-2005 and 2006-2010 projects and preliminary results from the other projects have informed continued model development but have also identified remaining gaps in model development, evaluation design, and data collection necessary (page 5).

Weaknesses:

The applicant does not describe research to support the original Arts Impact model, nor does it described cited research to support the proposed Arts Model.

Reader's Score: 7

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 presents a reasonable strategy to help to encourage participation in the project from individuals of underrepresented groups (page 6). The applicant is committed to a policy of equal educational opportunities for all persons regardless of race, color, age, disability, sexual orientation, national origin or gender. All partners and staff will provide services to all students regardless of gender, race, national origin, color, disability, or age by providing services to all students enrolled in the school and their families. Additionally, information about the project will be provided to families of participating students translated into the five major languages represented at each school. The applicant's primary agency goal is Success for Each Child and Eliminate the Opportunity Gap by 2020. A strategy to attain this goal is to provide cultural competency for employees agency-wide through a two-day Cultural Competency training, followed up by two annual half-day trainings. Arts Impact has extended portions of the training to its teaching artists and community cultural partners.

(b) The applicant describes a professional development effort that is of sufficient quality, intensity, and duration. The project is grounded in the original project's two-year, intensive professional development model. Project services will adhere to Arts Impact Key Features with a slight adaptation of altering the amount of time New Teachers have direct instruction and coaching from Artists-Mentors and other Arts Impact staff. The key professional development components for the project include: 18 hours of additional training for 24 Teacher Leaders from the four implementation schools to prepare them for their roles as trainers and Mentors to their colleagues; and 40-60 hours of professional development over two years for New Teachers (pages 6-7). Additionally, all of the training components aligned with Arts Impact Key Features will be implemented. Mentorships provide teachers a coach to model, co-teach, and observe as they teach the arts and arts-infused concepts in a classroom setting, write arts lessons, and assess students at formative and summative points in lessons. Supplementary Workshops focus on additional basic arts concepts and teaching strategies, provide additional contact with Artist-Mentors for advisement, and offer peer-learning opportunities. Professional Learning Communities provide time for Teacher Leaders and New Teachers to develop sequential arts-infused strategies for school-wide implementation, share successful teaching strategies, and review and analyze data from common assessments to monitor student learning and guide next steps for effective teaching and learning. Cultural Study Trips provide teachers and students free attendance and transportation to a Seattle arts venue in alignment with the teacher's current mentorship (page 8).

(c) The applicant presents information that supports the likelihood that the services to be provided by the project will lead to improvements in the achievement of students as measured against rigorous academic standards. A study of the effects of the original Arts Impact model on general teacher instruction beyond Arts Impact lessons (2006- 2010), showed 85% of responding teachers still use Arts Impact strategies in their teaching. The most frequently used strategy is in the area of assessment. The study also showed teachers' beliefs that arts-infused teaching supports learning in other subjects, with an increase from 30.6% before training to 75.5% after training (page 8). Project lessons align directly with State standards in the arts and literacy, as well as with the district's Balanced Literacy focus. Teachers will use, design, and assess arts-infused lessons to target State and district standards, and thereby support rigorous academic standards (page 9).

Weaknesses:

- (a) No weaknesses noted.
- (b) No weaknesses noted.
- (c) No weaknesses noted.

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:

(a) The applicant presents information on its intent and how it will encourage application for employment from persons in underrepresented groups (page 10). The applicant intends to actively recruit persons from ethnic minority and other under-represented groups to fill program positions. Position openings are posted at an online diversity site, the Washington State Unemployment Site, and in tribal newspapers. All position postings specify that the district does not discriminate on the basis of age, gender, or handicapping conditions. The arts programs regularly seeks applicants from diverse cultures when it is necessary to increase its staff or cadre of contracted Artist Mentors.

(b) Staff identified to work on the project has sufficient experience and training to work on the project. The Project Director identified for the project is an experienced program and grants administrator with in-depth knowledge of standards-based arts programs; professional development in the arts; and procedures for ensuring timely project progress. She serves as the Director of Arts Education at the district, and has successfully managed four arts in education grants (page 11). A Program Coordinator, will manage day-to-day activities of the project, and coordinates mentorship schedules and provides technical assistance for teachers and Artist-Mentors involved in the project. She has served as Project Coordinator for four other U.S. Department of Education grants. The Literacy Manager, will advise, collaborate, and support project involvement with training teachers, and development of a district wide professional development plan in the arts. A Visual and Performing Arts Manager will coordinate, advise, and support the project involvement with training teachers, work with cultural organizations, and development of a district wide professional development plan in the arts and literacy (pages 11-12). The Director of Research and Evaluation at the district, will conduct the project evaluation. He holds a Professional Certificate in Program Evaluation from the University of Washington has worked full-time as a program evaluator since 2004.

(c) Subcontractors assigned to work on the project have adequate training and sufficient experience to work on the project (pages 12-13). Three Artist Mentors will be sub-contractors, to include a printmaker, and author and illustrator; theater Artist Mentor; and a dance artist mentor. For example, the theater Artist Mentor received a BA in Theater at the University of California at Santa Cruz and went on to receive an MFA in acting at UCLA. He has worked in the professional theater as an actor, director, and writer.

Weaknesses:

- (a) No weaknesses noted.
- (b) No weaknesses noted.
- (c) No weaknesses 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 a management plan that is sufficient to guide staff in achieving the objectives of the project on time and within budget. The Director of the districts Arts Education Department will direct the project and be responsible for meeting timelines and achieving milestones, operating within the budget, and maintaining ongoing consultation with the evaluator and all project partners (page 14-16). A Project Leadership Team will assume responsibility for monitoring program development and progress and will meet quarterly to review project data and process, revising the project activities as the data indicates. The Project Leadership Team will consist of the PSESD Arts Education Director and Arts Impact Program Coordinator, and Artist Mentors; Project Evaluator; participating school principals; and SPS managers of Visual and Performing Arts, Literacy, and Professional Development.

Weaknesses:

No weaknesses 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 purpose of the evaluation design is to ensure the project meets the goal to implement a high-quality model

professional development program that strengthens standards-based arts education programs and ensures that all students meet challenging State academic and art content standards (pages 17- 27). Data for the two GPRA measures will be gathered, and the evaluation plan will use multiple measures and a mixed methodology to gather quantitative and qualitative data. The process evaluation will examine the degree to which the project develops a scale-up plan and delivers Arts Impact professional development training to New Teachers. The outcome evaluation will examine changes in the knowledge and teaching skills of New Teachers. Further, the evaluation will examine effects on student learning in terms of the overall PDAE goal, by Each project objective, the primary indicator of attainment, and the specifics of how the evaluation will measure the indicator are clearly specified.

(b) The evaluation plan will provide for regular reports that provide performance feedback and permit periodic assessment of progress to guide project implementation and objectively evaluate benchmarks, performance measures and outcomes at different stages of the project (pages 17-27). Throughout each objective of the project, participants use data to assess progress toward benchmarks, establish accountability, and inform decisions. Additionally, the evaluation will look for the involvement of school district curriculum staff and Teacher Leaders in developing the plan. The evaluation will also review the scale-up plan to see that it meets the benchmark of being completed by the half-way point of Year 1. Information will be shared with staff on a monthly basis to keep the project on track. For example, the evaluation will track the hours of PD that each New Teacher participates in Summer Institutes, Mentorships, Supplemental Workshops and Cultural Study Trips. Data will include information from sign-in sheets and other records of each PD development experience. This data will be analyzed to see that each New Teacher stays on track to complete at least 40 hours of PD each year and 75% of the total number of PD hours offered in each of Year 2 and 3. Data will be reviewed at monthly meetings of the management team.

Weaknesses:

(a) While the applicant indicates that data will be gathered to help analyze the various aspects of the project, a clearly specified data collection process is not sufficiently described for the evaluation effort.

(b) No weaknesses noted.

Reader's Score: 25

Priority Questions

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

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

Strengths:

The applicant meets Competitive Preference Priority #1 through the design of the project evaluation, which will enable the applicant to use data to make decisions (pages 22-27). The purpose of the evaluation will be to ensure the project meets the PDAE goal to implement a high-quality model professional development program that strengthens standards-based arts education programs and ensures that all students meet challenging State academic and art content standards; and to gather evidence of the priorities (page 17-27). Several strategies to meet this purpose are specified through the analysis of each objective. The primary indicator of attainment and the specifics of how the evaluation will measure the indicator provide information for decision making based upon data. For example, the evaluation will track the hours of PD that each New Teacher participates in Summer Institutes, Mentorships, Supplemental Workshops and Cultural Study Trips.

This data includes information from sign-in sheets and other records of each PD development experience. Data will be reviewed at monthly meetings of the management team to help make decisions. Additionally, the Autonomy Rubric for Teachers (A.R.T.), developed by Arts Impact and used in previous projects, consists of items describing the teachers' abilities to plan, teach and assess concepts in the arts. This will help make decisions on whether teachers are adequately being impacted by the project (page 23). Further, the evaluation gathers evidence of student learning with the logic that highly skilled teaching leads students to meet challenging State academic and art content standards. To do this, the project will gather criteria-based assessments of student learning from lessons taught by New Teachers and Teacher Leaders. All lessons are aligned with Washington State standards in reading, writing and the arts and also reflect national standards.

Weaknesses:

While the applicant clearly indicates that data will be collect, a clearly specified data collection process is not described.

Reader's Score: 8

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:

Moderate evidence is provided to indicate the project provides supporting practices and strategy for which there is strong evidence of effectiveness (pages 10-15). The proposed project is based upon the previous and original Arts Impact professional development model that has documented indicators of success. For example, s study of the effects of the Arts Impact model "Transformative change in professional development: Teaching Teachers to Teach the Arts, the Arts Impact Model" on general teacher instruction beyond Arts Impact lessons (2006-

2010), showed 85% of responding teachers still use Arts Impact strategies in their teaching.

The most frequently used strategy is in the area of assessment. The study also showed teachers' beliefs that arts-infused teaching supports learning in other subjects increased from 30.6% before training to 75.5% after training (pages 7-8). Additionally, in the 2006-2010 grant change in teacher practice and effectiveness was measured in treatment and control groups using the STAR Protocol, an observation tool developed by the BERC Group. The STAR Protocol embodies the five essential components of Powerful Teaching and Learning: skills, knowledge, thinking, application and relationships. At the end of the 3-year project, 20% more teachers in the treatment group (those involved in Arts Impact) demonstrated that the lesson was aligned with Powerful Teaching and Learning than in the control group.

Weaknesses:

The applicant does not describe research to support the arts based foundation or the professional development base of the original or the proposed project.

Reader's Score: 8

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.

No

Reader's Score: 0

Status: Submitted

Last Updated: 08/08/2011 11:29 AM

Status: Submitted

Last Updated: 08/08/2011 11:45 AM

Technical Review Coversheet

Applicant: Puget Sound Educational Service District -- Teaching and Learning Arts Education
(U351C110085)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Summary Comments		
Summary Comments		
1. Summary Comments	0	0
Sub Total	0	0
Selection Criteria		
Significance		
1. Significance	10	10
Quality of the Project Design		
1. Project Design	10	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	17
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	
Strong or Moderate Evidence of Effectiveness		
1. Evidence of Effectiveness	10	
Sub Total	20	
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	0
Sub Total	0	0
Total	120	96

Technical Review Form

Panel #2 - Panel - 2: 84.351C

Reader #2: *****

Applicant: Puget Sound Educational Service District -- Teaching and Learning Arts Education
(U351C110085)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

This is a very strong proposal loaded with data which supports the likelihood of success in achieving the intended outcomes and providing even more data from the scaled up program's findings.

Each element of criteria requested has been clearly defined and discussed in an organized, thorough way.

Weaknesses:

There were only minor weaknesses and/or omissions that should not take away from the overall strength of this proposal.

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:

Based on a model that was successful, the proposed project has strong likelihood to build local capacity to provide services for low socio-economic status students.

The program will train 64 new teachers in the four identified schools, reaching 2200 students per year. Developing a scale up model that is affordable, can be implemented in a reasonable amount of time, and one that retains its proven model's features, will build local capacity within the schools system to provide improve and expand the quality arts education to high needs schools across the district.

The research findings from the proposed programs will be presented at four state and national conferences, on the Arts Impact website and through a published report of findings and recommendations.

Weaknesses:

No weaknesses found.

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:

Since this project is tried and tested, it is clear that the capacity built and results yielded will last beyond the period of Federal assistance. Arts Impact-trained teachers have initiated arts curriculum reviews and succeeded in attaining art curricula adoptions by school boards (p. e3). They have created positions and served as grade level and school-level arts facilitators. The teachers continue to seek professional development after their initial two-year training by attending ongoing workshops and graduate-level programs.

Weaknesses:

The word "project" is spelled wrong in this section of the proposal (p. e3).

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 confirms that the applicant organizations are committed equal access and opportunities for all persons regardless of race, color, age, disability, sexual orientation, national origin or gender. In addition, TTAL+ provides information about the project translated into five languages to encourage multicultural representation of participants.

The program is of high quality in that the professional development model's Key Features are an outcome of twelve years of program evaluation, research and implementation and are defined as those essential components necessary for success (p. e5).

40-60 hours of professional development over two years plus 18 hours of additional training for 24 teacher leaders seem adequately sufficient in terms of duration and intensity to achieve desired results.

TTAL+ lessons align directly with State standards in the arts and literacy as well as with SPS' "Balanced Literacy" focus. Teachers will use arts infused lessons to target State and district standards and thereby support rigorous academic standards (p. e8).

Weaknesses:

No weaknesses found.

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:

Not only does the applicant clearly state its non-discrimination policy and values of diversity and inclusion, but also the applicant lists steps taken to encourage and actively recruit persons from ethnic minority and other underrepresented groups to fill positions. An example of such steps is that position openings are posted at Colors NW careers, an online diversity site, the Washington State Unemployment Site and often in tribal newspapers (p. e9).

The project director and project coordinator are very well qualified to undertake the proposed project. In addition, both individuals have extensive experience in Department of Education grants such as PDAE and AEMDD.

The addition of project consultants as experts in each art form art, dance and theatre is an excellent choice and all seem to have experience working on intensive professional development model programs.

Weaknesses:

No weaknesses found.

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 management plan for the proposed project has been proven to achieve objectives on time and within budget by successfully completing four previous AEMDD and PDAE grants (p. e13).

The management plan clearly states the specific dates, activities and milestones needed to carry out the project and achieve its goals. The timeline, activities and milestones are clear, realistic and thorough.

Weaknesses:

The management plan does not include budget figures or specific responsibilities nor does it state the original objectives of the project alongside the activities, milestones and timeline. The management plan would be more complete if it included these items.

Reader's Score: 17

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 evaluation plan will use multiple measures and a mixed methodology to gather quantitative and qualitative data (p. e17).

The evaluation plan will provide regular performance reports with feedback and permit periodic assessment of progress to guide implementation and objectively evaluate benchmarks, performance measures and outcomes at different stage of the proposed project (p. e17).

The use of objective performance measures that relate directly to the intended outcomes of the project is clearly identified and discussed in detail in the proposal.

Weaknesses:

No weaknesses found.

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:**Weaknesses:**

Reader's Score:

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:

Weaknesses:

Reader's Score:

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: 08/08/2011 11:45 AM

Status: Submitted

Last Updated: 08/08/2011 02:47 PM

Technical Review Coversheet

Applicant: Puget Sound Educational Service District -- Teaching and Learning Arts Education
(U351C110085)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Summary Comments		
Summary Comments		
1. Summary Comments	0	0
Sub Total	0	0
Selection Criteria		
Significance		
1. Significance	10	10
Quality of the Project Design		
1. Project Design	10	10
Quality of Project Services		
1. Project Services	20	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	100
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	120

Technical Review Form

Panel #2 - Panel - 2: 84.351C

Reader #3: *****

Applicant: Puget Sound Educational Service District -- Teaching and Learning Arts Education
(U351C110085)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

The applicant presents an exemplary proposal that is well documented with data demonstrating the potential benefits and impact to the target population. A thorough evaluation plan is clearly planned, along with an in-depth professional development component, which are clearly the strength of this proposal. A proven track record is also illustrated with past federally funded arts-infused instruction which, complemented by the leadership team, should prove to yield maximum results.

Weaknesses:

No weaknesses cited.

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:

1a. The applicant presents an excellent proposal very likely to build local capacity by expanding its current arts based curriculum. The program's purpose is well defined and effectively links current gaps in infrastructure (such as lack of resources and professional development support) to the need for improved standards-based arts education programs in music, visual arts, and drama in targeted schools. The scale-up plan proposes to elevate current and future student academic performance in state standards in the arts by implementing a highly structured professional development component. The proposed program essentially builds upon the applicant's recently implemented Teacher Training Arts as Literacy Plus program, which proved to be quite successful in student academic development. The new program will enhance those efforts and train Teacher Leaders to guide students more effectively toward reaching academic excellence as well as providing additional arts education, in which a need is firmly established. The impact to the target population is projected to be far reaching and is well documented. (P. Abstract & 1-3)

1b. The applicant provides a superb dissemination plan for the proposed project. The applicant is clearly cognizant of the value of incorporating concrete recommendations and producing valuable tools that can be replicated by other similar schools and districts. Incorporated into the program platform will be replicable design specifications, curriculum, Teacher Leader Training curriculum and recommendations based on successfully implemented strategies. Research findings will be shared via a variety of outlets, including state and national conferences, published reports and through a coordinated web presence (i.e. project website and social networking sites), allowing program outcomes to be completely accessible to promote advancements in a variety of other academic settings. (P. 3-4)

Weaknesses:

1a. No weaknesses cited.

1b. No weaknesses cited.

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:

2. The applicant presents a very effective sustainability plan capable of extending the program successfully beyond the life of the grant. Several strategies will accomplish this goal, particularly the development of professional learning communities, which will become a basic function of the program. This strategy is a great one because it will help to facilitate grade level planning, participant engagement activities, and assessment review and analysis. Additionally, the proposed arts curriculum will be embedded in the target schools through the use of specifically designed tools and best practice models, thus shaping the future with new benchmarks and systemic change that can be maintained without additional funding. (P. 4-5)

Weaknesses:

2. No weaknesses cited.

Reader's Score: 10

Selection Criteria - Quality of Project Services

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

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

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

Strengths:

3a. The applicant presents an all-encompassing strategy for ensuring equal access for all project participants who are members of traditionally underrepresented groups. The goal proposed is to eventually provide service to all targeted schools, regardless of race, gender, etc. To accomplish this, key strategies have been developed, such as providing all employees with a 2-day cultural competency training to ensure fair treatment to all students. As well, project participants and their families will receive information translated in 5 major languages. Translated materials will help to resolve language barriers that present current challenges and create a culture of inclusion. (P. 6)

3b. The applicant provides an excellent and well structured professional development component capable of leading to tremendous improvements in practice among the teacher recipients. The intensity and duration of professional development are both exemplary and should have significant program impact. Training includes 40-60 hours of intensive teacher participation in Summer Institutes, Mentorships, Supplementary Workshops, Professional Learning Communities and continued methodologies to improve teaching instruction based on best practice models. Each component is well described and designed to enhance teacher effectiveness and lead successful scale up efforts in the area of arts education at the targeted schools. (P. 7-9)

3c. The applicant presents a proposed project that is very likely to lead to improvements in the achievement of students as measured against rigorous academic standards. Because the state mandates assessments of students in meeting arts standards as a graduation requirement in various grades, the program platform is designed to align with state standards. Student measurement in this area will be an integral part of ongoing analysis over the grant cycle. The applicant cites supportive data throughout the narrative maintaining a position of data-driven decision making as the driving force for student academic analysis. A proven track record of rigorous measurements has been established and is targeted to continue with the scale up of the proposed program. (P. 9-10)

Weaknesses:

3a. No weaknesses cited.

3b. No weaknesses cited.

3c. No weaknesses cited.

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:

4a. The applicant encourages a strong recruitment plan for garnering 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. Strategies to be utilized to recruit various diverse populations include employment announcements in the Washington State Unemployment Site, tribal newspapers, as well as other outreach that targets traditionally underrepresented populations to ensure extensive recruitment is accomplished. Community organizations will also be an integral part of staff outreach, which is a proven strategy that has worked well for the applicant in the past, such as gathering artist mentors from the White Center for the Arts, a multi-cultured agency. (P. 11-12)

4b. The qualifications, including relevant training and experience, of key project personnel are more than sufficient to helm a project of this size and scope. The project director, Sibyl Barnum currently serves as the Director of Arts Education at Puget Sound ESD and has extensive experience managing federally funded programs. She has a proven track record in the field, with various past positions that make her a great leader for this role, including as a principal and teaching artist. Other key roles, such as Program coordinator, who has a bachelor of arts and is a certificated teacher, are well defined and capable of successful day-to-day management of the program. (P. 12 & Appendix - Resume)

4c. The qualifications, including relevant training and experience, of project consultants and subcontractors are more than adequate to help implement and maintain program goals. The narrative fully details a plethora of experience for this subcontractor demonstrating solid expertise in teaching and arts disciplines that will provide tremendous impact to the project. This includes Beverly Harding Bueler, a children's author who holds a bachelor of fine arts. She will serve as an artist mentor, a valuable component of the program. (P. 12-14 & Resume & Appendix)

Weaknesses:

4a. No weaknesses cited.

4b. No weaknesses cited.

4c. No weaknesses cited.

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:

5. The applicant outlines an efficient plan to achieve the proposed goals and objectives of the proposal on time and within budget. Accordingly, a timeline is provided that is sufficiently detailed outlining dates, milestones, responsibilities and

activities to be implemented by the applicant. One effective strategy to achieving the successful scale up model at targeted schools is by the designation of the Project Director of the pilot models, who successfully delivered increased student achievement and arts instruction impact, to spearhead the program. Leadership of the program is keenly in place and poised to revamp the current infrastructure at targeted schools. The Project Leadership Team is thoroughly outlined and capable of continued service delivery at participating schools. (P. 14-18)

Weaknesses:

5. No weaknesses cited.

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:

7a. The applicant presents a thorough and well-articulated evaluation plan comprised of objective performance measures clearly linked to intended project outcomes. The plan includes both a process evaluation (determining the effectiveness of the scale up model in producing efficient new teachers) and an outcome evaluation to measure increases in student and teacher development. Data collection will be ongoing and include the analysis of quantitative and qualitative measures (such as pre/post test scores and participant surveys). The evaluation plan is comprehensive and aimed at intensive analysis, with clearly defined methodologies (such as T-tests) to continually gauge program satisfaction and achievements. (P. 17-27)

7b. The applicant ensures continuous feedback capable of guiding the achievement of program goals. A well-structured evaluation design will be completed using several data-based information platforms (i.e. T-tests). The measurement of baseline data against program data will also help to ensure that timely information is gathered and stored to assess teacher and student development. New teachers will be administered tests 3 times per grant funded year, which is one key strategy for ensuring continuous feedback. Classroom observations, rubrics and student assessments on state standards will also help to gauge the strength of meeting program outcomes. (P. 22-27)

Weaknesses:

7a. No weaknesses cited.

7b. No weaknesses cited.

Reader's Score: 30

Priority Questions

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

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

Strengths:

The applicant presents a platform that will enable increased data-based decision-making as an add-on to its recently renovated arts-infused curriculum. The program design includes a thoroughly intensive professional development component along with a comprehensive standards-based art instruction element. Baseline data collection weighed against ongoing participant statistical data will help the applicant to determine the aptitude and effectiveness of the scale up model proposed. (P. Abstract & 22-25)

Weaknesses:

No weaknesses cited.

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 documents an excellent case for the program based on strong evidence that is supported throughout the narrative. By implementing a standards based art curriculum, evidence cited from a field test found improvements in increased student learning for participants with diverse student backgrounds, effective teacher collaboration, and effective integrated instruction. Students seemed more connected to arts-infused learning strategies in the pilot program, suggesting that improvements in academic success, enhanced motivation, and increased improvements in core courses, such as language for the district's largely Hispanic population will likely result. (P. 1-5)

Weaknesses:

No weaknesses cited.

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.

No

Reader's Score: 0

Status: Submitted
Last Updated: 08/08/2011 02:47 PM