

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

Status: Submitted

Last Updated: 02/11/2010 02:04 PM

Technical Review Coversheet

Applicant: The Friends of The Children's Museum at La Habra (U351D080026)

Reader #2: *****

	Points Possible	Points Scored
Questions		
General Comments		
General Comments		
1. QUESTION 1	0	
Sub Total	0	
Evaluation Criteria		
Need for Project (10 Points)		
1. QUESTION 2	10	6
Significance (20 Points)		
1. QUESTION 3	20	20
Quality of the Project Design (35 points)		
1. QUESTION 4	35	35
Quality of the Management Plan (15 Points)		
1. QUESTION 5	15	10
Quality of the Project Evaluation (20 Points)		
1. QUESTION 6	20	12
Sub Total	100	83
Total	100	83

Technical Review Form

Panel #6 - Panel 6: 84.351D

Reader #2: *****

Applicant: The Friends of The Children's Museum at La Habra (U351D080026)

Questions

General Comments - General Comments

1. General Comments

Reader's Score:

Evaluation Criteria - Need for Project (10 Points)

1. Need for Project (10 Points)

(1) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of whose gaps or weaknesses.

Strengths:

1). The applicant proposes to address the needs of the growing high risk Hispanic population of the La Habra District in California by expanding its arts program to K-2 class levels using a bi-lingual, bi-cultural approach for all activities. The applicant documents the need for the project through low student academic performance in Math and Reading and the demographics of the target area, which has a high percentage of English Language Learners in the school district, a high percentage of students receiving free and reduced lunch, and high percentage of Hispanic students residing in the district. The documentation originated from state and national statistical centers. (Pages 2 -3)

2). The applicant identifies six well-defined obstacles to art instruction within the school district as well as the community, which the project proposes to address. In addition, the applicant indicates that the district has a population of almost 70% English Language Learners and that existing programs do not meet the needs of diverse students.

Weaknesses:

1). The applicant fails to discuss the obstacles so that one could obtain a level of understanding of their magnitude as well as origination. It was difficult to ascertain if the obstacles were new including the types of services available to the high-risk children.

2). It was unclear if the proposed project will be sufficiently diverse to serve the remaining minorities within the district.

Reader's Score: 6

Evaluation Criteria - Significance (20 Points)

1. Significance (20 Points)

(1) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(2) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

(3) 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:

1) The proposed project focuses on English literacy for K-1 graders and a science education program for K-2 graders and a comprehensive arts education program called Young at Art. The project believes three basic results will occur from this project. First, the project believes it is providing a child's lifeline for their future success (page 6). Second, the project proposes to feature standards-based education instruction integrated into the school curriculum through professional arts development workshops for the teachers through quarterly professional development and curriculum development workshops, which will improve their teaching skills; build on the development of a Teacher's Curriculum Manual; and encourage teachers to continue teaching. Third, the coupling of multiple formal arts learning opportunities with educator's integration of the arts in the regular curriculum will help ensure academic benefits for students (page 7).

2) The project proposes to develop several products that have the potential for use in other settings. The development of a Teacher's Curriculum Manual for the teachers, which they can use anytime and may become a teaching guide for them wherever they may teach. This manual has the potential for being used in other teaching settings especially servicing similar popular groups. In addition, the project will expand and build upon training materials that can be disseminated locally to the district teachers, administrators and Board members twice each year.

3.)The applicant proposes to develop different kinds of work products including program design, lessons learned, process adjustments and project results, and program summary brochures (Page 9) to disseminate regionally, locally and nationally at conferences, meetings, project website etc so that others may see the project and obtain information on its use as well as strategies. Further, the applicant believes that the project can be replicated and will prepare an implementation plan for such dissemination and replication.

Weaknesses:

1). No weakness was noted.

2). No weakness was noted.

Reader's Score: 20

Evaluation Criteria - Quality of the Project Design (35 points)

1. Quality of the Project Design (35 Points)

(1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practices.

(2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

(3) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

(4)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:

- 1.) The applicant proposes a project that is research-based with a project design that has a track record of effectiveness in ethnically diverse, low-socioeconomic, urban schools as this project is. (Page 9). Further, the design model proposes three types of activities that have been found to be effective in supporting and encouraging the learning of students.
- 2.) The project has the involvement and support of the entire school district from the superintendent of schools to the teacher in supporting and endorsing its use in the classroom, which has assisted in the strictest form of implementation (page 12). The model is comprehensive and links all four major components to increased student learning and performance as well as new and improved teaching skills of the teachers. In addition, the model provides specify strategies and activities that are connected to the goals and objectives of the program as well as the identified needs of the students.
- 3.) The applicant proposes a design that has four distinct activity components: professional development of the teachers, study blocks, outreach and retention, which can be evaluated together as well as separately (Pages 10-16). Each component proposes strategies and activities that can be used separately as well as a combination to document the support and benefits of the program to funders as well as show capacity within the school. Further, the project provides written information about the design, components and program effectiveness that can be distributed and replicated. (Pages 8-9).
- 4.) The project proposes within each of the components how it can build capacity i.e. on page 12 under professional development of the teachers, the applicant was very clear how the development and implementation of a teacher's curriculum manual could be used by future teachers and classes within the district well beyond the current project which could build capacity beyond the federal funding period as well as provide results to the district.

Weaknesses:

- 1). No weakness was noted
- 2). No weakness was noted.

Reader's Score: 35

Evaluation Criteria - Quality of the Management Plan (15 Points)**1. Quality of the Management Plan (15 Points)**

- (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.**
- (2) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Strengths:

- 1)The applicant provides a management plan that is adequate to achieve and meet all the goals and objectives in a timely manner and within the budget. The management plan provides a timeline that includes a detailed schedule of all the activities of the project as well as a summary of job descriptions of key personnel required to carry out the activities of the project. Further, the applicant states that there are agreements with the school superintendent, school principals and different art specialists and professional artists to participate in the project (Page 22).
- 2)The applicant provides a time commitment of the project director and other major personnel in the implementation of the project. There are seven positions with two administrative managers and five program or direct service staff within the program, which should be adequate to meet the needs of the program (Page 22-23). In addition, the applicant provided

information on the experiences of the staff, which is varied and sufficient to carry out the tasks and activities of the project.
3)The applicant has incorporated annual process feedback and program adjustments from the annual evaluation.

Weaknesses:

- 1)The project fails to involve continuous improvement strategies rather than yearly strategies to improve the program.
- 2)The dual role of the project director/Museum Program Development Manager may present problems in ensuring the project work is accomplished on time. The project did not include an investigator within the summary of personnel. One position did not have a time allotment for the project.
- 3)The applicant evaluates the project every 4 months but fails to provide continuous feedback after each evaluation to appropriate staff.

Reader's Score: 10

Evaluation Criteria - Quality of the Project Evaluation (20 Points)

1. Quality of the Project Evaluation (20 Points)

(1) 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.

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

Strengths:

- 1). The applicant includes measurable outcome objectives that will successfully measure the activities and are closely linked to the outcomes. For example one of the objectives is to provide culturally appropriate opportunities for doing, looking at, thinking and talking about music, performing arts and visual arts to 5,967 elementary students over 4 years. The applicant includes a listing of the activities provided to the aged group as well as the performance measurements i.e. kids test scores, recording of what the kids say. From this collection of data, the applicant will be able to ascertain and make decisions about curriculum adjustments that will assure eventual achievement of outcomes by the end of the project.
- 2). The applicant includes evaluation methods that are appropriate for the age group as well as the teachers and are appropriate for ascertaining reliable information on this project. Further, the applicant included that twice a year an evaluation is conducted of the project and describes the methods used to collect student performance and teacher information: surveys, focus groups, audio listening of students, etc. The applicant also discussed how the plan can build capacity for the school system through the professional development curriculum for the teachers and how the information will be disseminated to other groups on the local, regional and national level. Further, the applicant plans on using a quasi-experimental design.

Weaknesses:

- 1). No weakness was noted.
- 2). The applicant provides yearly monitoring of the program to ascertain data for continuous improvement, which may be too long to wait and did not speak to why it is evaluated annually. However, the applicant collected data twice per year but only shared it annually. In addition, the applicant could have provided more details on how data is collected on the students during the school year excluding the standardized testing and audio listening. In addition, the evaluation did not include involving the community i.e. superintendent of schools, art specialists, etc.

Reader's Score: 12

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Status: Submitted

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Technical Review Coversheet

Applicant: The Friends of The Children's Museum at La Habra (U351D080026)

Reader #3: *****

	Points Possible	Points Scored
Questions		
General Comments		
General Comments		
1. QUESTION 1	0	0
Sub Total	0	0
Evaluation Criteria		
Need for Project (10 Points)		
1. QUESTION 2	10	8
Significance (20 Points)		
1. QUESTION 3	20	20
Quality of the Project Design (35 points)		
1. QUESTION 4	35	30
Quality of the Management Plan (15 Points)		
1. QUESTION 5	15	10
Quality of the Project Evaluation (20 Points)		
1. QUESTION 6	20	13
Sub Total	100	81
Total	100	81

Technical Review Form

Panel #6 - Panel 6: 84.351D

Reader #3: *****

Applicant: The Friends of The Children's Museum at La Habra (U351D080026)

Questions

General Comments - General Comments

1. General Comments

General:

The applicant plans to use the funds to expand a current program in place; the Young at Art program. The Young at Art program is a standards-based arts program for K-2nd grade students and features visual arts, music and drama activities. The project proposes to serve over 5,000 students and 162 teachers. (abstract)

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Reader's Score: 0

Evaluation Criteria - Need for Project (10 Points)

1. Need for Project (10 Points)

(1) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of whose gaps or weaknesses.

Strengths:

1. The applicant has provided the following data and research information regarding the need for the project. Currently, LA fourth grade students are below grade level in reading at a rate of 77% compared to Nationwide test scores of 68%. While 40% of White children attending fourth grade read at or above the proficiency level, only 13% of Black readers and 11% of Hispanic students in CA are proficient or better at reading. Additional, risk factors include poverty, non-English primary language, education less than a diploma/GED and single parent home. Within the targeted area 42% of the schools district's children are ELL, 67% receive free and reduced lunch and 76% of the students are Hispanic. (pgs. 1-4)

2. The applicant states that funding for art programs have been eliminated or curtailed since 2003 and there is as lack of effective partnerships to provide art education opportunities. The applicant state that most art programs at not within areas where diverse and at-risk students reside and attend school, there is a lack of standards-based arts education to facilitate the transfer of arts learning to academic success and there is a lack of professional arts training for teachers. (pgs. 1-4)

Weaknesses:

1. The applicant's project will target will target K-2 graders however the applicant has not provided any school data or other statistical information as it relates to this group of students. (pgs. 1-4)

2. No weaknesses noted. (pgs. 1-4)

Reader's Score: 8

Evaluation Criteria - Significance (20 Points)

1. Significance (20 Points)

(1) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(2) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

(3) 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:

1. The applicant proposes to increase language arts skills and cognitive process capabilities in k-2 elementary students within the school district and will provide professional development opportunities to teachers serving this population. (pg. 8)

2. Teaching curriculums and curricular frameworks that incorporate federal and state arts educations standards will be developed. The professional development workshop model and training materials will be expanded and distributed. (pg. 8-9)

3. Curriculum materials will be disseminated and program summary brochures will include an overview the program development, process, feedback etc. will be provided to all local, regional and national organizations. Annual updated program and educator tools will be made available via website. (pgs. 8-9)

Weaknesses:

1. No weaknesses noted. (pg. 8)

2. No weaknesses noted. (pgs. 8-9)

3. No weaknesses noted. (pgs. 8-9)

Reader's Score: 20

Evaluation Criteria - Quality of the Project Design (35 points)

1. Quality of the Project Design (35 Points)

(1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practices.

(2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

(3) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

(4)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:

1. The applicant will utilize a research based model where students will have nine study blocks each school year supported by regular supplemental class activities, teachers participate in organizing the activities, community is involved, students and adults are interested and the proposed project allows students to directly experience and produce. (pgs.9-10)
2. The Museum will coordinate with the local LEA to provide quarterly, 4-hour long professional arts instruction development workshops each year. Professional training and teacher curriculums will help educators identify the benefits of the arts, teach them how to integrate opportunities for students to explore art in regular classroom settings, help students with critical thinking and increase math and language arts achievement. (pgs. 9-10)
3. The applicant will develop a curriculum manual designed to assist educators with the development and implementation of arts programs within the classroom. Evaluator observations twice per year will help determine incorporation of the arts into classes and will provide feedback to guide program adjustments. (pg. 11)
4. The applicant states that improved teaching skills and curriculums will impact future classes and free space with re-entry passes is another effect that will extend past the period of funding. (pg. 16)

Weaknesses:

1. No weakness noted. (pgs. 9-10)
2. The applicant states that teachers were surveyed regarding the project however there is no information provided regarding the outcomes of the survey and teacher interest in the program. There is no mention of incentives or other motivating factors that would ensure teacher participation. (pgs. 10-11)
3. No weaknesses noted. (pgs. 9-10)
4. While the applicant has provided examples of capacity building additional information i.e. local business and community support and other funding would further strengthen this sub-criterion. (pgs. 9-10)

Reader's Score: 30

Evaluation Criteria - Quality of the Management Plan (15 Points)

1. Quality of the Management Plan (15 Points)

(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.

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

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

Strengths:

1. The applicant has provided a chart depicting the timeline, milestones and person's responsible. The timeline includes the initial planning phase, planning and capacity building and implementation years.(pgs. 17-22)

2. The project director for the program will be responsible for overseeing the program and staff and devote .25 of her time to the project. An arts education coordinator and community outreach coordinator will be hired and the current art resource specialist will act as liaison to district as an in-kind donation. (pg. 23)

3. No strengths noted. (pgs. 17-22)

Weaknesses:

1. No weaknesses noted. (pgs. 17-22)

2. The project director will only devote .25 FTE of her time to the project. Due to the magnitude of the initial implementation of the project more time may need to be allocated to the project to ensure goals and objectives are met. (pg. 23)

3. The applicant does not provide any information regarding feedback methods or continuous improvement of the proposed project in the management plan. (pgs. 17-22)

Reader's Score: 10

Evaluation Criteria - Quality of the Project Evaluation (20 Points)

1. Quality of the Project Evaluation (20 Points)

(1) 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.

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

Strengths:

1. An independent evaluator will conduct a formative assessment at project implementation and a summative assessment on the yearly progress of the students. The use of standardized test scores and performance assessments for second graders will be used to track student success. A summative assessment will also be conducted for the teachers. (pgs. 26-29)

2. The applicant will utilize ongoing informal reports of findings as a method of feedback throughout the year and formal written reports will be developed by the external evaluator. (pg. 24)

Weaknesses:

1. While applicant has identified a variety of goals and objectives that will be accomplished through the proposed project, it is not clear how the goals will be accomplished due to the lack of baseline data to support these objectives. (pgs. 26-29)

2. The applicant does not state how the informal reports will be conducted and does not provide any detail regarding the dissemination of the formal reports to all stakeholders. (pg. 24)

Reader's Score: 13

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

Status: Submitted

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Technical Review Coversheet

Applicant: The Friends of The Children's Museum at La Habra (U351D080026)

Reader #1: *****

	Points Possible	Points Scored
Questions		
General Comments		
General Comments		
1. QUESTION 1	0	
Sub Total	0	
Evaluation Criteria		
Need for Project (10 Points)		
1. QUESTION 2	10	10
Significance (20 Points)		
1. QUESTION 3	20	16
Quality of the Project Design (35 points)		
1. QUESTION 4	35	30
Quality of the Management Plan (15 Points)		
1. QUESTION 5	15	15
Quality of the Project Evaluation (20 Points)		
1. QUESTION 6	20	14
Sub Total	100	85
Total	100	85

Technical Review Form

Panel #6 - Panel 6: 84.351D

Reader #1: *****

Applicant: The Friends of The Children's Museum at La Habra (U351D080026)

Questions

General Comments - General Comments

1. General Comments

Reader's Score:

Evaluation Criteria - Need for Project (10 Points)

1. Need for Project (10 Points)

(1) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of whose gaps or weaknesses.

Strengths:

(1) The project is intended to offer opportunities for students to practice their language arts skills and math readiness through doing, looking at, thinking and talking about music. These students have been identified to have risk factors which contribute to poor academic achievement. These factors includes: poverty, non-English primary language, single family homes, minimal education of parents. The demographics described of these students, exemplifies the definition of those at-risk of educational failure. The targeted students are identified to have reading and math score averages lower than the state levels. The six proven benefits (reading and language skills, math skills, thinking skills, social skills, motivation to learn, positive school environment) were research-based and referenced to improve student achievement through the studying of the arts and strong arts participation. pgs. 1 - 2

(2) The main obstacles to arts education in the targeted schools is identified as: a lack of funding (implementation of arts requirements); lack of effective partnerships (arts education opportunities); lack of programming (reaching the diverse and at-risk students most in need); lack of standards-based arts education (ability to transfer arts learning to academic success); lack of professional arts training for teachers (professional development). The project expects to provide solutions to each of these obstacles, which are addressed, and will use the integration of art to ensure benefits and results that reach past the period of federal funding. Pgs. 3 - 6

Weaknesses:

1. None noted

2. None noted

Reader's Score: 10

Evaluation Criteria - Significance (20 Points)

1. Significance (20 Points)

(1) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(2) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

(3) 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:

(1) The Young at Art incorporates three art disciplines which focus on English literacy, a science education program, and a comprehensive arts education program for the targeted students. The project will offer free school-based visits by Museum educators and free field trips for participating classes. There will be a multi-agency, integrated approach by participates who are involved in student learning. There will be standards-based education instruction which will be integrated in the school curriculum. Pg. 6

(2) There will be formal arts education provided to the K-2nd grade classes. The Arts project will feature a standards-based education instruction at the school, direct student experience with the three arts disciplines onsite at the Museum, a follow-up standards-based education instruction at the school, and professional arts development workshops for the teachers, delivered through the Museum. The Professional artists and educators will lead all classroom presentations and hands on workshops, which can provide multiple formal arts learning opportunities, ensure the academic benefits, and yield multiple products to be disseminated for use in other settings. Pgs. 7 - 8

(3) The project will yield multiple products to be used in other settings: Teaching curriculums and curricular frameworks (Manuals, workshop models, training materials); program design (research design, evaluation methods); lessons learned, process adjustments, project results; program summary brochures (detailed project overview, plan results; and showcases of student's art at the Museum. There will be dissemination of program information and tools locally, regionally and nationally. Pgs. 7 - 9

Weaknesses:

(1) Additional information could be provided to further explain the statement why and how all three programs have successfully met evaluation standards on time and on target. Pg. 6

(2) The extent to the results of disseminating the program information and tools could be further detailed. More details could be included to show the intended ways that the dissemination of their program information and strategies can be used and enable others. Pg. 8 - 9

(3) None noted

Reader's Score: 16

Evaluation Criteria - Quality of the Project Design (35 points)

1. Quality of the Project Design (35 Points)

(1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practices.

(2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

(3) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

(4) 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:

(1) The project has four operational components in its design, which is research-based. The Enrichment Cluster model is said to be effective in improving student's LA performance, particularly in ethnically diverse, low-socioeconomic, urban schools. The outlined framework is included in the plan and focuses on: professional teacher development workshops, classroom arts learning outreach, hands on arts experience and retention support learning activities. Pgs. 9 - 16

(2) The proposed project model has key features which has nine distinct study blocks each school year. The teacher participates in organizing the activities, receives professional training designed to prepare their curriculums, improve their skills in art instructions. The project is expected to allow students to directly experience and produce visual arts, performing arts and music, which is a primary feature of the model. The model exposes students to a variety of topics not ordinarily covered in the curriculum; it provides training in thinking and feeling processes, how-to-learn skills, written skills, oral skills, visual communication skills; and it allows students firsthand investigation of real problems. Pgs. 10

(3) The project design includes a component to help integrate the arts into regular classroom activities. This integration, directed by intensive professional education for teachers and formal arts delivery to students, is intended to enact lasting changes. The museum supplies Art Trucks packed with art materials, handouts, stories, activities, and musical instruments to each classroom to be used throughout the year. These materials are used to reinforce student arts learning, support activities parallel to the educational standards and supports activities provided in the Teachers Curriculum Manual. The drop-in support visits, monthly classroom visits, evaluator observations and periodical feedback will positively impact and improve teaching skills, expand the curriculum and provide ongoing art instruction. Pgs. 15- 16

(4) The project design can produce results and provide ongoing arts instructions, an expanded curriculum, improved teaching skills, free Museum re-entry passes that can be replicated, disseminated and will effect change past the period of federal funding. The Museum will also provide art resources and ongoing support for teachers beyond the federal funding. Pg. 16

Weaknesses:

(1) More specifics would show how the research-based information relates to the Model for Young at Art Project.

(2) None noted

(3) None noted

(4) Additional information could be included to further validate how and where funding will be sort when Federal

funding ends.

Reader's Score: 30

Evaluation Criteria - Quality of the Management Plan (15 Points)

1. Quality of the Management Plan (15 Points)

(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.

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

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

Strengths:

(1) In order to accomplish the project objectives on time and within budget, the timeline activities are clearly stated for the planning and capacity building phase. The responsibilities of each and all parties involved are included and the work plan is defined for the initial planning phase, the implementation years, through the fully operational program years. Specific assignments are designated to project staff, teachers, evaluator and LEA, to ensure a measurable structure is traceable, followed and accomplished. Pgs. 16 - 21

(2) The responsibilities of key personnel are described in the plan and appear appropriate and adequate to achieve the goals of the project proposal, along with the time commitment percentages for each staff. As the project moves from year to year, evaluators will track commitment and contribution over time. The timeline for the project, the comprehensive final products and expected outcomes will be evaluated to ensure the delivery of services on target, on time and on budget. Pgs. 22 - 23

(3) The museum operates under implemented standards, policies and procedures, which will be implemented as needed in the operation of the proposed project. The museum has successfully implemented multiple projects similar to Young at Art and has years of experience adapting educational curriculums, educating teachers, developing programs that integrate academic standards and provide learning experiences that improves student achievement. The procedures for the implementation of the project are clearly defined in the plan. Pgs. 16 - 23

Weaknesses:

1. None noted

2. None noted

3. None noted

Reader's Score: 15

Evaluation Criteria - Quality of the Project Evaluation (20 Points)

1. Quality of the Project Evaluation (20 Points)

(1) 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.

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

Strengths:

(1) The three levels of evaluation for this project will measure the effectiveness of services directly correlating with each goal and the intended outcomes. The performance will be measured by in-depth qualitative data provided by stakeholders and partners (focus groups, students, and teachers). The methods of evaluation, which is the use of data, will analyze, transcribe and identify strength and weaknesses with the project and make meaningful changes to the project.

Pgs. 27 - 29

(2) The evaluation which is monitored by the outside evaluator and project individuals will result in performance assessments, pre-post studies, audio recording transcribed for coding, focus group interviews and successful partnerships. The characteristics of the data received from these sources will reveal insights about the project, the way teachers have made changes in their teaching practices, curriculum adjustments, and academic progress of the targeted students. Pgs. 28 - 29

Weaknesses:

(1) It is not clearly stated that there are effective evaluation processes that will produce both quantitative and qualitative data collection. The interviews, surveys and collection of test data will not ensure the enhancement of the project, nor effective project results. Pg. 27

(2) The project could provide further details to how the evaluators will perform, and ensure the evaluations of issues relating to designing and implementing arts education project. Pg. 28

Reader's Score: 14

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Technical Review Coversheet

Applicant: The Friends of The Children's Museum at La Habra (U351D080026)

Reader #2: *****

	Points Possible	Points Scored
Questions		
General Comments		
General Comments		
1. QUESTION 1	0	
Sub Total	0	
Evaluation Criteria		
Need for Project (10 Points)		
1. QUESTION 2	10	6
Significance (20 Points)		
1. QUESTION 3	20	20
Quality of the Project Design (35 points)		
1. QUESTION 4	35	35
Quality of the Management Plan (15 Points)		
1. QUESTION 5	15	10
Quality of the Project Evaluation (20 Points)		
1. QUESTION 6	20	12
Sub Total	100	83
Total	100	83

Technical Review Form

Panel #6 - Panel 6: 84.351D

Reader #2: *****

Applicant: The Friends of The Children's Museum at La Habra (U351D080026)

Questions

General Comments - General Comments

1. General Comments

Reader's Score:

Evaluation Criteria - Need for Project (10 Points)

1. Need for Project (10 Points)

(1) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of whose gaps or weaknesses.

Strengths:

1). The applicant proposes to address the needs of the growing high risk Hispanic population of the La Habra District in California by expanding its arts program to K-2 class levels using a bi-lingual, bi-cultural approach for all activities. The applicant documents the need for the project through low student academic performance in Math and Reading and the demographics of the target area, which has a high percentage of English Language Learners in the school district, a high percentage of students receiving free and reduced lunch, and high percentage of Hispanic students residing in the district. The documentation originated from state and national statistical centers. (Pages 2 -3)

2). The applicant identifies six well-defined obstacles to art instruction within the school district as well as the community, which the project proposes to address. In addition, the applicant indicates that the district has a population of almost 70% English Language Learners and that existing programs do not meet the needs of diverse students.

Weaknesses:

1). The applicant fails to discuss the obstacles so that one could obtain a level of understanding of their magnitude as well as origination. It was difficult to ascertain if the obstacles were new including the types of services available to the high-risk children.

2). It was unclear if the proposed project will be sufficiently diverse to serve the remaining minorities within the district.

Reader's Score: 6

Evaluation Criteria - Significance (20 Points)

1. Significance (20 Points)

(1) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(2) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

(3) 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:

1) The proposed project focuses on English literacy for K-1 graders and a science education program for K-2 graders and a comprehensive arts education program called Young at Art. The project believes three basic results will occur from this project. First, the project believes it is providing a child's lifeline for their future success (page 6). Second, the project proposes to feature standards-based education instruction integrated into the school curriculum through professional arts development workshops for the teachers through quarterly professional development and curriculum development workshops, which will improve their teaching skills; build on the development of a Teacher's Curriculum Manual; and encourage teachers to continue teaching. Third, the coupling of multiple formal arts learning opportunities with educator's integration of the arts in the regular curriculum will help ensure academic benefits for students (page 7).

2) The project proposes to develop several products that have the potential for use in other settings. The development of a Teacher's Curriculum Manual for the teachers, which they can use anytime and may become a teaching guide for them wherever they may teach. This manual has the potential for being used in other teaching settings especially servicing similar popular groups. In addition, the project will expand and build upon training materials that can be disseminated locally to the district teachers, administrators and Board members twice each year.

3.)The applicant proposes to develop different kinds of work products including program design, lessons learned, process adjustments and project results, and program summary brochures (Page 9) to disseminate regionally, locally and nationally at conferences, meetings, project website etc so that others may see the project and obtain information on its use as well as strategies. Further, the applicant believes that the project can be replicated and will prepare an implementation plan for such dissemination and replication.

Weaknesses:

1). No weakness was noted.

2). No weakness was noted.

Reader's Score: 20

Evaluation Criteria - Quality of the Project Design (35 points)

1. Quality of the Project Design (35 Points)

(1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practices.

(2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

(3) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

(4)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:

- 1.) The applicant proposes a project that is research-based with a project design that has a track record of effectiveness in ethnically diverse, low-socioeconomic, urban schools as this project is. (Page 9). Further, the design model proposes three types of activities that have been found to be effective in supporting and encouraging the learning of students.
- 2.) The project has the involvement and support of the entire school district from the superintendent of schools to the teacher in supporting and endorsing its use in the classroom, which has assisted in the strictest form of implementation (page 12). The model is comprehensive and links all four major components to increased student learning and performance as well as new and improved teaching skills of the teachers. In addition, the model provides specify strategies and activities that are connected to the goals and objectives of the program as well as the identified needs of the students.
- 3.) The applicant proposes a design that has four distinct activity components: professional development of the teachers, study blocks, outreach and retention, which can be evaluated together as well as separately (Pages 10-16). Each component proposes strategies and activities that can be used separately as well as a combination to document the support and benefits of the program to funders as well as show capacity within the school. Further, the project provides written information about the design, components and program effectiveness that can be distributed and replicated. (Pages 8-9).
- 4.) The project proposes within each of the components how it can build capacity i.e. on page 12 under professional development of the teachers, the applicant was very clear how the development and implementation of a teacher's curriculum manual could be used by future teachers and classes within the district well beyond the current project which could build capacity beyond the federal funding period as well as provide results to the district.

Weaknesses:

- 1). No weakness was noted
- 2). No weakness was noted.

Reader's Score: 35

Evaluation Criteria - Quality of the Management Plan (15 Points)**1. Quality of the Management Plan (15 Points)**

- (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.**
- (2) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Strengths:

- 1)The applicant provides a management plan that is adequate to achieve and meet all the goals and objectives in a timely manner and within the budget. The management plan provides a timeline that includes a detailed schedule of all the activities of the project as well as a summary of job descriptions of key personnel required to carry out the activities of the project. Further, the applicant states that there are agreements with the school superintendent, school principals and different art specialists and professional artists to participate in the project (Page 22).
- 2)The applicant provides a time commitment of the project director and other major personnel in the implementation of the project. There are seven positions with two administrative managers and five program or direct service staff within the program, which should be adequate to meet the needs of the program (Page 22-23). In addition, the applicant provided

information on the experiences of the staff, which is varied and sufficient to carry out the tasks and activities of the project.
3)The applicant has incorporated annual process feedback and program adjustments from the annual evaluation.

Weaknesses:

- 1)The project fails to involve continuous improvement strategies rather than yearly strategies to improve the program.
- 2)The dual role of the project director/Museum Program Development Manager may present problems in ensuring the project work is accomplished on time. The project did not include an investigator within the summary of personnel. One position did not have a time allotment for the project.
- 3)The applicant evaluates the project every 4 months but fails to provide continuous feedback after each evaluation to appropriate staff.

Reader's Score: 10

Evaluation Criteria - Quality of the Project Evaluation (20 Points)

1. Quality of the Project Evaluation (20 Points)

(1) 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.

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

Strengths:

- 1). The applicant includes measurable outcome objectives that will successfully measure the activities and are closely linked to the outcomes. For example one of the objectives is to provide culturally appropriate opportunities for doing, looking at, thinking and talking about music, performing arts and visual arts to 5,967 elementary students over 4 years. The applicant includes a listing of the activities provided to the aged group as well as the performance measurements i.e. kids test scores, recording of what the kids say. From this collection of data, the applicant will be able to ascertain and make decisions about curriculum adjustments that will assure eventual achievement of outcomes by the end of the project.
- 2). The applicant includes evaluation methods that are appropriate for the age group as well as the teachers and are appropriate for ascertaining reliable information on this project. Further, the applicant included that twice a year an evaluation is conducted of the project and describes the methods used to collect student performance and teacher information: surveys, focus groups, audio listening of students, etc. The applicant also discussed how the plan can build capacity for the school system through the professional development curriculum for the teachers and how the information will be disseminated to other groups on the local, regional and national level. Further, the applicant plans on using a quasi-experimental design.

Weaknesses:

- 1). No weakness was noted.
- 2). The applicant provides yearly monitoring of the program to ascertain data for continuous improvement, which may be too long to wait and did not speak to why it is evaluated annually. However, the applicant collected data twice per year but only shared it annually. In addition, the applicant could have provided more details on how data is collected on the students during the school year excluding the standardized testing and audio listening. In addition, the evaluation did not include involving the community i.e. superintendent of schools, art specialists, etc.

Reader's Score: 12

Status: Submitted

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