

Technical Review Cover Sheet

Panel Details

Fiscal Year	2010	CFDA/Subprogram	84.351D	Schedule No	1	Tier No.	1
Panel Name	Panel - 14	Panel Monitor Name	Valladares, Banu	Panel Monitor Phone No.	7047374289		
Competition Manager Name(s)	Austin, Diane C.(2022601280); Kress, Richard I.(2022601408)						

Applicant Name	School District of Palm Beach County, Florida -- K-12 Curriculum,Division of Curriculum	PR/Award No	U351D100048
-----------------------	---	--------------------	-------------

Reviewer Name

Questions

	Points Possible	Points Scored
1. Selection Criteria		
Need for Project	15	11
Significance	10	10
Project Design	25	22
Project Personnel	10	10
Management Plan	20	18
Project Evaluation	20	20
<hr/>		
TOTAL	100	91

Technical Review Form

Applicant Name School District of Palm Beach County, Florida -- K-12 Curriculum, Division of Curriculum

PR/Award No U351D100048

Reviewer Name

Selection Criteria - Need for Project

Your comments and scores should address the following criteria:

- (a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**
- 1. (b) 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 those gaps or weaknesses.**

Strengths: The applicant provides extensive information, including demographics and test results of the students to be served in two elementary schools (pp. 1-5). For example, the applicant states that at Belvedere Elementary School 40 per cent of the students are reading below grade level (p. 3) and at South Grade Elementary 55 per cent of the students are reading below grade level. Further, 90 per cent of the students are English language learners at Belvedere Elementary. The goals and objectives look at combining and reinforcing skills and content among the arts, math, reading, second language issues, and cross-cultural issues.

Weaknesses: The applicant does not spell out the details on some gaps and weaknesses related to arts education and local resources.

Question Status: Completed

Reviewer Score: 11

Selection Criteria - Significance

Your comments and scores should address the following criteria:

2. **(1) 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.**

Strengths: The applicant (pp. 9-11) explains how the information and the results of the project will be available to others online and in the federal reports. The applicant shows how the project is transformational (p. 9) because it is meant to impact attitudes about other cultures. The project could be adapted and used in other settings with student diversity, especially in schools with large numbers of English language learners from a variety of languages and cultures, as in this project. The basis on Howard Gardner shows an understanding of the different learning styles and preferences of students, and these are important parts of the learning process in other schools and settings as well.

Weaknesses: No weaknesses were noted.

Question Status: Completed

Reviewer Score: 10

Selection Criteria - Quality of Project Design

3. **Your comments and scores should address the following criteria:**

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**
- (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 proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

Strengths: The applicant includes a research basis to show the general benefit of infusing the arts into other academic areas (pp. 9, 12, 14). The applicant speaks about the importance of serving English language learners (pp. 4-5) and the use of drill down techniques to individualize instruction based on student need. The applicant will attempt to impact math and reading test scores. The capacity building in the project has to do with the training for the teachers being a major component (p. 13). Teachers will be able to use this knowledge in the future well past the end of the funding period.

Weaknesses: The applicant does not provide sufficient information from the research about the connection of integration of the arts into the regular curriculum specifically related to its benefits in increasing math testing scores. The applicant does not provide any examples of the specific benchmarks within the standards and strands or any examples of how the drill down approach will produce the learning areas to be targeted (p. 5).

Question Status: Completed

Reviewer Score: 22

Selection Criteria - Quality of Project Personnel

- 4. Your comments and scores should address the following criterion:(1) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project**

personnel, the Secretary considers the 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.

(2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.

Strengths: The applicant proposes well-qualified administrators lead the project (p. 19) and that all persons to be hired will have suitable certificates and experience. The GEPA Statement provides evidence that the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented.

Weaknesses: No weaknesses were noted.

Question Status: Completed

Reviewer Score: 10

Selection Criteria - Quality of the Management Plan

Your comments and scores should address the following criteria:

5. **(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: The time commitments of most staff members (pp. 29-30) are listed and they are reasonable for a project of this scope, with 50 per cent of the principal contract to be devoted to this major intervention into the student day. The management plan (pp. 17-18) includes clear timelines and milestones. The persons responsible for the different tasks and activities are listed here and in the explanation of the project personnel. The interviews with students, teachers, and administrators are examples of qualitative research being used to inform the project leaders of any adjustments that need to be made in the tasks or activities, or even in personnel, during the grant project.

Weaknesses: The applicant does not explain (pp. 30-31) the time commitments of the evaluator, and there are no hours or rates listed in the budget narrative. There is also no subcontract from the university listing these or the amount of release time agreed to or a letter from the university allowing/assigning the evaluator to work on this project.

Question Status: Completed

Reviewer Score: 18

Selection Criteria - Quality of the Project Evaluation

Your comments and scores should address the following criteria:

6. (1) **The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**
- (2) **The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

Strengths: The applicant proposes a suitable approach to evaluation of the project, including a quasi-experimental design with two additional elementary schools to be identified for purposes of providing a control group. The applicant lists both quantitative and qualitative methods (pp. 23-31) for evaluation of the project. The applicant will also analyze the data in a variety of ways after collection. The external evaluator will make several visits to the sites, and the principals are responsible for overseeing this person and the other members of the grant team. The input from the qualitative side will drive the feedback to help shape or adjust the activities and tasks of the project. Some examples of the qualitative methods are interviews of students and teachers, review of teacher work samples, and watching the videos of arts-related lessons (p. 24). The applicant proposes specific performance targets for both reading and math, namely a 6 per cent improvement in test scores after three years of the intervention.

Weaknesses: No weaknesses were noted.

Question Status: Completed

Reviewer Score: 20

Technical Review Cover Sheet

Panel Details

Fiscal Year 2010 **CFDA/Subprogram** 84.351D **Schedule No** 1 **Tier No.** 1

Panel Name Panel - 14

Applicant Name School District of Palm Beach County, Florida -- K-12 Curriculum, Division of Curriculum **PR/Award No** U351D100048

Questions

	Points Possible	Points Scored
1. Selection Criteria		
Need for Project	15	8
Significance	10	10
Project Design	25	18
Project Personnel	10	10
Management Plan	20	16
Project Evaluation	20	20

TOTAL

100

82

Technical Review Form

**Applicant
Name**

School District of Palm Beach County, Florida -- K-12
Curriculum, Division of Curriculum

**PR/Award
No**

U351D100048

**Reviewer
Name**

Selection Criteria - Need for Project

1.

Your comments and scores should address the following criteria:

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

(b) 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 those gaps or weaknesses.

Strengths:

A. The applicant provides adequate data on the need for the project based on student academic information as evidenced by the fact that one school has never met AYP and one has only achieved it twice since 2001 (pg. 1). In addition, the target schools have a high number of students on free/reduced lunch at 90% and a high Hispanic population which will be served through this ELL project (pg. 1). Also, student achievement data includes the fact that at one school, 55% of the students are reading below grade level, and there has been a 29% negative gain for ELL students and a 37% negative gain for all students in reading (pg. 2). In addition, only 29% of

students are proficient in science while 40% of all students are not proficient in math (pg. 3).

B. No strengths were identified.

Weaknesses:

A. No weaknesses were identified.

B. The applicant does not state any gaps in services that will be addressed by the proposed project. There is no information about the lack of art classes currently in the schools, the lack of art teachers, or the lack of professional development opportunities for teachers.

Question Status: Completed

Reviewer Score: 8

Selection Criteria - Significance

2.

Your comments and scores should address the following criteria:

(1) 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.

Strengths:

A. The applicant provides strong evidence that this project will promote student achievement and school improvement through high levels of sustainable arts integration practices, quality arts instruction for students, and professional development (pg. 9). In addition, the applicant provides adequate information on how they will disseminate information for replication including best practices and model lessons posted to an Arts Education website, and all project materials will be made available to any school or organization

wishing to replicate the program (pg. 9-10). Another unique feature of this project is that all project data, best practices, and all related information and its alignment to state and national standards will be distributed to all stakeholders connected to the project (pg. 10).

Weaknesses:

B. No weaknesses were identified.

Question Status: Completed

Reviewer Score: 10

Selection Criteria - Quality of Project Design

3.

Your comments and scores should address the following criteria:

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**
- (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 proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

Strengths:

A. The applicant provides a considerable amount of research to support their professional development component of the project including information that all individuals who participate in school arts experiences achieve higher academic success in the classroom (pg. 11), and there is a direct correlation between students participating in art classes and lower drop out rates (pg. 11). Professional development opportunities have been aligned to meta-cognition which is a research based strategy for improving student achievement (pg. 12). In addition the applicant states that teachers will be taught collaborative learning strategies and evidence of research to

support this technique to increase student achievement is also provided (pg. 12).

B. The applicant provides a strong justification for a first year of planning for the project (pg. 14). In addition, the applicant provides evidence that this project will assist students in understanding and applying arts to subject matter concepts to help students gain knowledge and insights and will guide their skills and performance in arts and academics (pg. 15). The applicant provides evidence that this project will be tied to their state standards and embedded in reading/language arts, math, and science curricula for all students in the target schools (pg. 15).

C. The applicant's plan to provide intensive professional development will assist in building local capacity to ensure the project continues beyond the period of Federal financial assistance (pg. 14-15).

Weaknesses:

A. The applicant fails to state exactly what type of art curriculum or training will be provided to students and there is no direct research base to support exactly what will be taught in the classroom in the area of art education. In addition, the applicant states that their project will benefit ELL students, yet there is no research base to support any teaching strategies that are directly linked to the ELL student population.

B. The applicant never provides evidence of how this project will be linked to ELL students. It appears that this project was a project designed for something else and they are trying to make it fit into an art integration grant. The applicant states that they have community stakeholders that will be involved, yet there is no mention of who these stakeholders are or what role they will play in the project (pg. 15).

C. The applicant does not provide any evidence of seeking additional funding to continue these services. In addition, it is not clear how teachers will be compensated for their after-school professional development (pg. 14).

Question Status: Completed

Reviewer Score: 18

Selection Criteria - Quality of Project Personnel

4.

Your comments and scores should address the following criterion:(1) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the 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.
(2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.

Strengths:

- A. The applicant provides an adequate hiring statement in their GEPA statement.
- B. The applicant describes their proposed staffing plan which is adequate for the administration of the project. Roles and responsibilities are identified and job descriptions are attached. The applicant also provides an adequate plan for utilizing school administrators for this project.

Weaknesses:

- A. No weaknesses were identified.
- B. No weaknesses were identified.

Question Status: Completed

Reviewer Score: 10

Selection Criteria - Quality of the Management Plan

5.

Your comments and scores should address the following criteria:

- (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:

- A. The applicant provides a minimal timeline for all proposed activities for all four years of the project and states who will be responsible for the activities and when they will be completed (pg. 16).
- B. The applicant provides time commitments and responsibilities for all key staff which are adequate to complete their proposed activities (pg. 17).
- C. The applicant provides evidence that they will providing ongoing technical assistance to all staff by the Project Manager in conjunction with he Arts Integration Specialist (pg. 19). In addition, the applicant states that this technical assistance will be provided onsite through training, coaching, support, collaboration, and substantial follow-up by the Arts Integration Specialist (pg. 19).

Weaknesses:

- A. The timeline lacks sufficient detail as to when proposed activities will be implemented.
- B. The applicant states that they will have Arts Integration Teams that will be locally funded and will serve full time to the project, yet it is not clear how many individuals will serve on these teams or what their roles will be to the project (pg. 18).

C. No weaknesses were identified.

Question Status: Completed

Reviewer Score: 16

Selection Criteria - Quality of the Project Evaluation

6.

Your comments and scores should address the following criteria:

- (1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**
- (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

Strengths:

A. The applicant provides a detailed evaluation plan that clearly states that they will employ a mixed model, mixed method quasi-experimental research/evaluation designing a two state, mixed cluster sampling technique (pg. 20). The applicant provides strong evidence of hiring a well qualified evaluator for this project (pg. 29). The applicant provides adequate, measurable performance measures that are aligned to GPRA and address both reading and math improvement (pg. 22). In addition, the applicant provides a clear understanding of the types of data that will be collected including student demographic and assessment data, and a clear timeline for data collection, including a timeline for baseline data collection (pg. 23). The applicant includes examples of both qualitative and quantitative data that will be collected including minutes of weekly arts instruction and video recordings of arts-integrated lessons (pg. 23). The applicant includes a detailed timeline for all evaluation activities and a clear methodology for collecting and completing evaluation data and activities (pg. 24-26). The applicant addresses student random assignment procedures which are detailed and demonstrate fidelity of implementation (pg. 28).

B. The applicant provides evidence that the external evaluator will administer survey instruments to students and teachers, have input into the continuous development model for templates and rubrics, prepare evaluation reports on an annual basis, and provide ongoing support and feedback to project leadership on the fidelity of the project design (pg. 30).

Weaknesses:

A. No weaknesses were identified.

B. No weaknesses were identified.

Question Status: Completed

Reviewer Score: 20

[< Previous](#)

Technical Review Cover Sheet

Panel Details

Fiscal Year	2010	CFDA/Subprogram	84.351D	Schedule No	1	Tier No.	1
Panel Name	Panel - 14	Panel Monitor Name	Valladares, Banu	Panel Monitor Phone No.	7047374289		
Competition Manager Name(s)	Austin, Diane C.(2022601280); Kress, Richard I.(2022601408)						

Applicant Name	School District of Palm Beach County, Florida -- K-12 Curriculum, Division of Curriculum	PR/Award No	U351D100048
Reviewer Name			

Questions

	Points Possible	Points Scored
1. Selection Criteria		
Need for Project	15	11
Significance	10	8

Project Design	25	19
Project Personnel	10	10
Management Plan	20	16
Project Evaluation	20	20
TOTAL	100	84

Technical Review Form

Applicant Name	School District of Palm Beach County, Florida -- K-12 Curriculum, Division of Curriculum	PR/Award No	U351D100048
Reviewer Name			

Selection Criteria - Need for Project

- Your comments and scores should address the following criteria:**

 - (a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.
 - (b) 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 those gaps or weaknesses.

Strengths:

Overall discussion of student demographics as well as school district characteristics are included (p. 1).

Weaknesses:

Opportunities for arts are not identified as missing or no gaps are addressed

Question Status: Completed

Reviewer Score: 11

Selection Criteria - Significance

2.

Your comments and scores should address the following criteria:

(1) 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.

Strengths:

The curriculum will be aligned with the Florida Sunshine State Standards and the national arts standards (p. 10).

Weaknesses:

While the project claims an effect on school culture, best practices, and student learning gains, it is unclear what objectives will allow for the successful realization of these expectations (p. 10).

Question Status: Completed

Reviewer Score: 8

Selection Criteria - Quality of Project Design

3.

Your comments and scores should address the following criteria:

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**
- (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 proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

Strengths:

The project reflects up-to-date research with the Gardner (2008) study and the results of this work and the transference to this particular project (p. 11)

Professional development training will provide teachers with a variety of instructional strategies including in-class modeling, differentiated instruction, arts-focused instruction for learning styles, ELL strategies, and alternative assessments(p. 12)

Question Status: Completed

Reviewer Score: 19

Selection Criteria - Quality of Project Personnel

4.

Your comments and scores should address the following criterion:(1) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the 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.
(2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.

Strengths:

Project personnel are qualified, possess relevant training and experience.
Resumes of all key personnel are included.

Question Status: Completed

Reviewer Score: 10

Selection Criteria - Quality of the Management Plan

5.

Your comments and scores should address the following criteria:

(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:

The sole purpose of the Arts Integration Team is the curriculum intergration of the core curriculum of this project and is 100% locally funded. (p. 19).

Weaknesses:

Lack of clarity in the discussion of the Arts Integration Specialist. The narrative states that there is one (1) by stating "THE Arts Integration Specialist" while the management plan time line indicates that a specialist will be hired each of the four (4) years (p. 17-18).

Question Status: Completed

Reviewer Score: 16

Selection Criteria - Quality of the Project Evaluation

6.

Your comments and scores should address the following criteria:

- (1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**
- (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

The evaluation plan is thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project (p. 21-29)

The evaluation timeline provides performance feedback and the opportunity for periodic assessments (p. 23)

Question Status: Completed

Reviewer Score: 20

[< Previous](#)

[^ Back to Top](#)