

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

Status: Submitted

Last Updated: 04/29/2010 08:20 PM

### Technical Review Coversheet

**Applicant:** Twin Rivers Unified School District -- Curriculum and Academic Achievement, Visual and Performing Arts (U351D100187)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	10
<b>Significance</b>		
1. Significance	10	10
<b>Quality of Project Design</b>		
1. Project Design	25	25
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	8
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Sub Total</b>	100	93
<b>Total</b>	100	93

# Technical Review Form

Panel #2 - Panel - 2: 84.351D

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

Applicant: Twin Rivers Unified School District -- Curriculum and Academic Achievement, Visual and Performing Arts (U351D100187)

## Questions

### 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.

#### General:

Strengths-The applicant provides data indicating that some of the targeted schools receive free and reduced lunch. The weaknesses and gaps identified include the lack of or reduction in instructional time in other subjects to make time for more reading and math. The districts that have the greatest resources can easily implement state standards while poorer school districts cannot comply with standards mandated by the state.

#### Weaknesses

The applicant does not provide data to distinguish the demographic population of students who will be involved in the project. There is no comparative data regarding the percentage of students who are performing at or above the grade level compared to students who are performing below proficiency level. Furthermore, there is no information provided to show the impact the program has had on the targeted population compared to the intended recipients of the expansion program.

Reader's Score: 10

### Selection Criteria - Significance

1. 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.

#### General:

##### Strengths

The applicant states that the project will result reinforcing skills in language arts and focusing on English Language standards that include reading comprehension, vocabulary development, literacy response and analysis and oral communication skills. Furthermore, the program will engage students in the processes of art, provide performance assessments compatible in the arts in addition to creating a model that replicable.

##### Weaknesses

None noted.

Reader's Score: 10

### Selection Criteria - Quality of Project Design

**1. 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.**

**General:**

Strengths

The applicant provides evidence of the utilization of research-based information used to create the project model. Furthermore, there is indication that the research methods are connected to teaching and learning including problem solving and reasoning, memory and structure of knowledge and cultural and community participation. Changes in the academic achievement will be measured through district assessments and will provide professional development opportunities and leadership training will provide program sustainability. Additionally, the applicant provides core components that will result from the model that include: resources, activities, short/long term outcomes and impact. Capacity building will be developed through professional development opportunities and other collaborative efforts.

Weaknesses-None noted.

Reader's Score: 25

### Selection Criteria - Quality of Project Personnel

- 1. 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.**

**General:**

Strength

The project director, curriculum and evaluator have been identified and qualifications are adequate for the project. A leadership team will consist of collaborative partners.

Weaknesses

The applicant does not define the roles and responsibilities of the leadership team as related to the project. There is no discussion regarding the hiring of underrepresented populations to work with the project.

Reader's Score: 8

### Selection Criteria - Quality of the Management Plan

**1. 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.**

**General:**

Strengths-The applicant provides a timeline including milestones for the project and the roles and responsibilities are defined. Opportunities for feedback through weekly reports and updates in addition to informal meetings and conversations amongst staff.

Weaknesses

None noted

**Reader's Score: 20**

**Selection Criteria - Quality of the Project Evaluation**

**1. 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.**

**General:**

Strengths

The applicant will hire an independent evaluator to evaluate the project. The project will be evaluated through random sampling of students and data collection utilizes baseline data and benchmarks to evaluate student/teacher progress. The use of classroom observations, class records, reading achievement and other information will be used as evaluation methods. There is a logical plan to provide program performance feedback to all stakeholders.

Weaknesses

None noted.

**Reader's Score: 20**

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**Status:** Submitted

**Last Updated:** 04/29/2010 08:20 PM

Status: Submitted

Last Updated: 04/27/2010 03:22 PM

### Technical Review Coversheet

**Applicant:** Twin Rivers Unified School District -- Curriculum and Academic Achievement, Visual and Performing Arts (U351D100187)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	12
<b>Significance</b>		
1. Significance	10	10
<b>Quality of Project Design</b>		
1. Project Design	25	25
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	8
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Sub Total</b>	100	95
<b>Total</b>	100	95

# Technical Review Form

Panel #2 - Panel - 2: 84.351D

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

Applicant: Twin Rivers Unified School District -- Curriculum and Academic Achievement, Visual and Performing Arts (U351D100187)

## Questions

### 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.**

#### General:

##### Strengths

1a

The applicant cites appropriate demographic risk data to support need for the project (page 3). The high percentage of English Language learners, the percentage of student on free or reduced language, along with then prolonged school improvement status of some schools supports need for project. Risk data is clearly described.

1b

The applicant provides a clear description of a gap in services. A survey conducted by the Center of n Educational Policy found a gap in services provided by school district relative the provision of arts education (page 4). The survey showed that 71% of the districts survey reduced instructional time for one or more subjects to devote time to reading and/or math, specifically arts programs. Additionally, the state budget crisis has widened the gap, as high poverty districts have cut arts program in order to balance their budgets (page 5). Other identified weaknesses include limited professional development in the visual and performing arts for teachers (page 8).

##### Weaknesses:

1a

The applicant does not describe risk data the students involved in the project.

1b

No weaknesses noted.

Reader's Score: 12

### Selection Criteria - Significance

**1. 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.**

**General:**

Strengths

2a

The applicant adequately demonstrates utility of product resulting from the project (pages 11-16). The creation and continue use of SMART kits and carts will provide opportunity to develop deeper imbedded curricular experiences for students and teachers. Kits will contain essential elements for interdisciplinary arts learning including elements to guide involvement of students in processes that are authentic and essential to the arts such as performance assessment compatible with the arts, The Visual and Performing Arts Framework (page 13). Carts may contain resources necessary for the visual arts (i.e., paintbrushes, markers, rhythm instruments, music maps, etc.). Replicability and dissemination is sufficient to make products available for other settings.

Weaknesses:

2a

No weaknesses noted.

**Reader's Score: 10**

**Selection Criteria - Quality of Project Design**

**1. 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.**

**General:**

Strengths

3a

The applicant presents a variety of research that is adequate to support the arts integration model proposed in the project (pages 1-18). Some research described supports the role of arts in academic achievement. The project is based on a research-based backward design process (i.e., Understand By Design (UBD). That has three stages of development that will enhance student academic achievement and learning experiences, and teacher instruction.

3b

The applicant provides an adequate project design that is a comprehensive effort to address student achievement. The project is an expansion of the successful Arts in Education Model Development and Dissemination Grant Program: Art and Reading Together: Creating Meaningful Literacy Links with the SRA McGraw Hill Open Court Reading Series previously awarded (page 1). The proposed project will also employ activities to enrich curriculum, and provide students with opportunities to learn ideas and concepts in different ways. The expansion will allow service to additional schools and provide kits that will now link art activities to thematic units. The implementation of the project is adequately outlined on logic model (Appendix).

3c

The applicant clearly describes how the project will build capacity (-age 23). Project capacity will be built through an extensive series of professional development opportunities beginning with a Curriculum Design Cadre of experienced arts experts and teacher leaders from previous project cohorts with consultation and feedback from current teachers, who will

collaborate on the arts curricular units of study.

#### Weaknesses

3a

No weaknesses noted.

3b

No weaknesses noted.

3c

No weaknesses noted.

**Reader's Score: 25**

#### **Selection Criteria - Quality of Project Personnel**

- 1. 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.**

#### **General:**

Strengths

4a

No strengths noted.

4b

The applicant provides an adequate description the qualifications of the project evaluations. Evaluators are highly qualified and experienced to conduct the project evaluation (page 28 and Resumes in the Appendix).

#### Weaknesses

4a

The applicant does not provide a description of how it will encourage applications for employment from persons who are members of groups that have traditionally underrepresented. For example, procedures and advertise of positions are not described.

4b

No weaknesses noted.

**Reader's Score: 8**

## Selection Criteria - Quality of the Management Plan

### 1. 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.

#### General:

##### Strengths

5a

The applicant provides a clear description of project staff and assigned roles and responsibilities in the management of the project (pages 25-26). Co-Project Directors will oversee the management of the project. Role and responsibilities are adequate for the positions and are clearly outlined. Additionally, a clearly defined plan is provided to guide the management of the project, including responsibilities, timeline and milestones (pages 29- 32). The plan is sufficient to guide the implementation and operation of the project.

5b

The time commitments of project staff are adequate to help the project meet program objectives (Budget Narrative). The main project director will devote 25% time to the project. The co-project director will spend 42 days on the project. A curriculum facilitator will devote 100% to the project.

##### Weaknesses

5a

No weaknesses noted.

5b

No weaknesses noted.

**Reader's Score: 20**

## Selection Criteria - Quality of the Project Evaluation

### 1. 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.

#### General:

##### Strengths

6a

The applicant outlines a feasible evaluation framework (page 34). Performance measures are specified including existing data, when data will be collected, types of data collected and a sufficient method of data analysis and design is provided.

6b

The applicant provides a sufficient description of how the project will ensure feedback and continuous improvement (page 33). The Curriculum Facilitator will provide weekly reports and updates in addition to daily conversations and emails, and informal meetings, in order to ensure project success in delivering rigorous, relevant arts instruction to students. A variety of effective strategies will be employed including dissemination of ideas and review of data.

Weaknesses

6a

No weaknesses noted.

6b

No weaknesses noted.

**Reader's Score: 20**

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**Status:** Submitted  
**Last Updated:** 04/27/2010 03:22 PM

Status: Submitted

Last Updated: 04/28/2010 01:57 PM

### Technical Review Coversheet

**Applicant:** Twin Rivers Unified School District -- Curriculum and Academic Achievement, Visual and Performing Arts (U351D100187)

**Reader #3:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	11
<b>Significance</b>		
1. Significance	10	10
<b>Quality of Project Design</b>		
1. Project Design	25	23
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Sub Total</b>	100	94
<b>Total</b>	100	94

# Technical Review Form

Panel #2 - Panel - 2: 84.351D

Reader #3: \*\*\*\*\*

Applicant: Twin Rivers Unified School District -- Curriculum and Academic Achievement, Visual and Performing Arts (U351D100187)

## Questions

### 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.

#### General:

##### Strengths

Data from ten pilot schools includes free /reduced lunch %, ELL, and 3rd grade proficiency in ELA on CST (pe3). This clearly demonstrates need of students. Fiscal gaps exist within the arts as a core subject (pe5).

##### Weaknesses

This research project is established within the district and is to be replicated, therefore it is not clear why funds are needed for this population (pe1).

Reader's Score: 11

### Selection Criteria - Significance

1. 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.

#### General:

##### Strengths

This project will support the HMR schools in OCR arts integration (pe12-13). S.M.A.R.T. materials will extend to new schools and should link arts literacy to California reading literacy standards (pe13). A professional development program will be developed to increase teachers abilities for art and classroom instruction integration (pe14).

##### Weaknesses

None are noted.

Reader's Score: 10

## Selection Criteria - Quality of Project Design

### 1. 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.

#### General:

##### Strengths

As a research project, the program design also notes a number of effective arts integration programs (for example, e1, -2,8-12,14,16). Capacity building should result with foundational and integrative training as well as leadership development (pe23-24).

##### Weaknesses

There is little discussion of students. Discussion is needed of rigorous academic standards linked to the students by grade level to demonstrate learning.

**Reader's Score: 23**

## Selection Criteria - Quality of Project Personnel

1. 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.

#### General:

##### Strengths

The project personnel are qualified for leadership and are experts within their disciplines. The leadership team characteristics demonstrate diversity (Table 2, pe26).

##### Weaknesses

No weaknesses are noted.

**Reader's Score: 10**

## Selection Criteria - Quality of the Management Plan

### 1. 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.

**General:**

Strengths

Table 3 presents a detailed management plan which includes annual milestones, responsible person, and implementation timeline (pe30-32) An analysis of time spent on the previous project is included (pe29). Plans are in place for dissemination of ideas in various settings (pe33). General immediate, intermediate, and final outcomes (pe22) are mentioned.

Weaknesses

None are noted.

**Reader's Score: 20**

**Selection Criteria - Quality of the Project Evaluation**

**1. 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.**

**General:**

Strengths

Objective performance measures include: types of data, collection, methods, analysis and design, and reporting (pe34-39). As a research project, the evaluation is feasible and appropriate. A Logic Model illustrates the Art and Reading Together project (pe41).

Weaknesses

None are noted.

**Reader's Score: 20**

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**Status:** Submitted

**Last Updated:** 04/28/2010 01:57 PM