

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

Status: Submitted

Last Updated: 06/14/2014 09:29 AM

## Technical Review Coversheet

Applicant: Glendale Unified School District (U351D140060)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	14
<b>Significance</b>		
1. Significance	10	10
<b>Quality of Project Design</b>		
1. Quality of 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	18
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	18
<b>Sub Total</b>	100	93
<b>Priority Questions</b>		
<b>Competitive Preference Priority 2</b>		
<b>Technology</b>		
1. CPP: Technology	5	5
<b>Sub Total</b>	5	5
<b>Total</b>	105	98

# Technical Review Form

Panel #8 - Development & Dissemination Grant Program - 8: 84.351D

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

Applicant: Glendale Unified School District (U351D140060)

## Questions

### Selection Criteria - Need for Project

1. Please provide a brief summary and your scores for Question 1 - Need for Project in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the need for the proposed project by considering the following factors:

#### Strengths:

N/A

#### Weaknesses:

N/A

Reader's Score: 14

#### Sub Question

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

#### Strengths:

The data indicates that the Toll Middle School does serve students who may be at-risk due to poverty. This is one of the programs served by this proposed project. (Page 3) The applicant includes research that supports intervention of arts education can assist low-SES children to perform better. (Page 5)

#### Weaknesses:

The applicant does not identify any specific weaknesses for the Mark Keppel Elementary. Therefore, it is unclear why the project will address that school as well as the Toll Middle School.

#### Reader's Score:

2. (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 lack of funding for the Glendale Unified School District is a specific gap that exists. The funding that the district receives based on average daily attendance is approximately \$1,200 less per student than what would be funded if California was fully funding education. That gap will not be filled by governmental support until 2021. (Page 8)

Local surveys indicate the need for additional staff development and training in technology and in integration in the

**Sub Question**

Common Core Standards and the arts. (Pages 9-10)

The proposed project will address these gaps.

**Weaknesses:**

The applicant identifies gaps that exist in the national and state level; however, the applicant does not specifically address how the two schools to be served in this project are affected by the gaps. This includes the information relating to the lack of opportunity, curriculum, and materials that integrate the arts with Common Core State Standards. (Pages 6-7)

**Reader's Score:**

**Selection Criteria - Significance**

1. **The Secretary considers the significance of the proposed project by considering the following factor:**

**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 Glendale CREATES (Common Core aligned, Relevant, Enriching Arts integrated instruction using Technology to Ensure that every student Succeeds) project will produce several projects that have the potential of being used effectively in a variety of settings. Those include the integrated Curriculum Units, Teacher Demonstrations Videos, Student Exemplars, and Assessment Tools.

The project plan includes methods of district-wide training and distribution as well as dissemination of these products beyond the district. (Page 10-13)

**Weaknesses:**

This sub-criterion was thoroughly discussed and no weaknesses were found.

**Reader's Score: 10**

**Selection Criteria - Quality of Project Design**

**Please provide a brief summary and your scores for Question 3 - Quality of Project Design in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.**

**The Secretary considers the quality of the design of the proposed project by considering the following factors:**

**Strengths:**

N/A

**Weaknesses:**

N/A

**Reader's Score:** 23

**Sub Question**

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

**Strengths:**

The Project Design includes several design elements that are supported by research findings and citations. For example, one of the components is of the use of Brain-based Lesson Design. This element is supported by research by Marzano and Tomlinson in 2011. (Pages 16-18)

Arts integration is supported by research that indicates that integrating the arts provides for robust learning and supports diverse learning styles. (Pages 16-17)

Research cited supports the professional development model that will be used in this project. (Page 19)

**Weaknesses:**

This sub-criterion was thoroughly discussed and I did not find any weakness.

**Reader's Score:**

2. (b) The extent to which the proposed project is supported by strong theory.

**Strengths:**

The logic model begins with a solid list of resources that will be used to support the implementation of the project. The logic model also includes activities, outputs and outcomes that present a well-developed project. (Page 21)

**Weaknesses:**

This sub-criterion was thoroughly discussed and I did not find any weakness.

**Reader's Score:**

3. (c) 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.

**Strengths:**

The proposed project is part of a comprehensive effort to improve learning and teaching. One of the goals of the project is to increase teacher's use of the arts within the core curriculum to increase student proficiency in grades K-8 in the visual and performing arts. Goal two of the project is to write, implement, and disseminate Common Core and arts integrated inquiry units to increase proficiency in English-Language Arts and math. Each of these goals are supported with appropriate staff development and training by qualified resources. These goals and outcomes present a clear focus on improving learning and teaching. (Pages 22-27)

**Weaknesses:**

The applicant does not include how the project will specifically support rigorous academic standards for students.

**Reader's Score:**

**Sub Question**

- 4. (d) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.**

**Strengths:**

As a result of the grant's funding, this project will produce integrated units that are self-sustaining. The professional development that is provided will be sustained and new teachers and other schools will be trained as well. A sustainability plan will be developed during years three and four. This will detail the work beyond the end of the grant. (Page 28)

**Weaknesses:**

This sub-criterion was thoroughly discussed and I did not find any weakness.

**Reader's Score:**

**Selection Criteria - Quality of Project Personnel**

- 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.**

**In addition, the Secretary considers the following factor:**

**The qualifications, including relevant training and experience, of key project personnel.**

**Strengths:**

The school district is an equal opportunity employer and has an affirmative action employment plan that will ensure that underrepresented applicants for positions will be considered.

The project's budget funds two full time positions. Those are the site project specialist and the arts/media coach. The project director and principal investigator will be serving at 1.0 FTE but not funded through this grant project. (Page 30)

The qualifications of the key personnel include strong leadership skills as well as relevant training and experiences in the arts. (Page 31-32)

**Weaknesses:**

This criterion was thoroughly discussed and I did not find any weakness.

**Reader's Score: 10**

**Selection Criteria - Quality of the Management Plan**

**Please provide a brief summary and your scores for Question 5 - Management Plan in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.**

**The Secretary considers the quality of the management plan for the proposed project by considering the following factors:**

**Strengths:**

N/A

**Weaknesses:**

N/A

**Reader's Score:** 18

**Sub Question**

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

**Strengths:**

The Glendale CREATES project uses a management team that includes site level staff, parents, other stakeholders, representatives from the Music Center, Rise Educational Services, and Evaluation and Training Institute. This management team includes all the key players for this project to accomplish the tasks. (Page 34)

The Management plan includes well defined responsibilities, activities, milestones, and timelines to address each of the objectives of the project. Those elements include professional development, classroom implementation and dissemination. The timelines are realistic and reflect the beginning of the project as soon as the grant is issued. For example, the Advisory Committee will be confirming the schedule for the meetings for the project. (Pages 35-39)

**Weaknesses:**

This criterion was thoroughly discussed and I did not find any weakness.

**Reader's Score:**

2. (b) **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.**

**Strengths:**

The principal of Keppel will be assigned as the Project Director and the Principal Investigator. Added to that position will be the project specialist and the arts/media coach. Contracted services will include resources from Music Center and Rise Educational Services. This arrangement is appropriate and adequate to meet the objectives of the proposed project. (Page 40)

**Weaknesses:**

The applicant does not explain how the obligations of the full time building principal will add the responsibilities of this project to the current job description. It is not clear if additional days or time is allotted for the project administration.

**Sub Question**

**Reader's Score:**

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

**Strengths:**

The Advisory Committee and the external evaluation team will be responsible for managing the use of feedback and procedures to address continuous improvement. (Page 41)

This committee will meet quarterly to oversee both implementation and evaluation of the project. The Project Director will act as a liaison between the partners and the U.S. Department of Education.

These procedures will be effective in ensuring appropriate feedback.

**Weaknesses:**

This sub-criterion was thoroughly discussed and I did not find any weakness.

**Reader's Score:**

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

- 1. Please provide a brief summary and your scores for Question 6 - Project Evaluation in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.**

**The Secretary considers the quality of the evaluation to be conducted of the proposed project by considering the following factors:**

**Strengths:**

N/A

**Weaknesses:**

N/A

**Reader's Score: 18**

**Sub Question**

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

**Strengths:**

The project evaluation includes the use of objective performance measures that are clearly related to the intended outcomes of the project. For example, to address the outcomes relating to academic achievement, the evaluation tools will include Smarter Balanced Assessments. These assessments are examples of quantitative data that will be gathered. (Page 46)

The evaluation plan includes both summative and formative assessments. For example, the teachers will use the assessment tools developed in the project to obtain information on student progress in each of the arts-integrated curriculum units. This type of formative assessment will help to ensure that periodic evaluation of the goals of the

**Sub Question**

project. (Pages 43-44)

**Weaknesses:**

This criterion was thoroughly discussed and I did not find any weakness.

**Reader's Score:**

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

**Strengths:**

The external evaluation team will monitor the four major goals of the project and provide written and oral reports to the Advisory Committee on at least a quarterly basis. Recommendations for corrective action will be made to the Advisory Committee as appropriate. (Page 44)

**Weaknesses:**

The evaluation plan does not include a process or procedure for providing feedback to the classroom teachers as they complete the arts-integrated lesson plans. This is important for continuous improvement.

**Reader's Score:**

3. **(c) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)**

**Strengths:**

The methods of evaluation that are outlined, if well implemented will produce evidence of promise. Those methods include analysis such as paired t-tests, lists of products developed, and process evaluation results. (Pages 45-47)

**Weaknesses:**

This sub-criterion was thoroughly discussed and I did not find any weakness.

**Reader's Score:****Priority Questions****Competitive Preference Priority 2 - Technology**

1. **Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.**

**Strengths:**

The project includes the hiring of a full time arts/media coach to assist teachers in infusing technology into the arts integrated lesson plans and help build teachers' proficiency with the use of technology in the classroom. (Pages 2 and 9)

The applicant has provided an integration of technology throughout the project design. Technology is a key part of the name of the project, is included in the goals for student achievement, and the evaluation of the outcomes. (Page 26)

**Weaknesses:**

This priority was thoroughly discussed and I did not find any weakness.

**Reader's Score:** 5

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**Status:** Submitted  
**Last Updated:** 06/14/2014 09:29 AM

Status: Submitted

Last Updated: 06/16/2014 11:26 PM

## Technical Review Coversheet

Applicant: Glendale Unified School District (U351D140060)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	15
<b>Significance</b>		
1. Significance	10	10
<b>Quality of Project Design</b>		
1. Quality of 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	16
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	16
<b>Sub Total</b>	100	90
<b>Priority Questions</b>		
<b>Competitive Preference Priority 2</b>		
<b>Technology</b>		
1. CPP: Technology	5	4
<b>Sub Total</b>	5	4
<b>Total</b>	105	94

# Technical Review Form

Panel #8 - Development & Dissemination Grant Program - 8: 84.351D

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

Applicant: Glendale Unified School District (U351D140060)

## Questions

### Selection Criteria - Need for Project

1. Please provide a brief summary and your scores for Question 1 - Need for Project in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the need for the proposed project by considering the following factors:

#### Strengths:

N/A

#### Weaknesses:

N/A

Reader's Score: 15

#### Sub Question

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

#### Strengths:

The project includes schools that serve large populations of at risk students (low SES and ELL) students (p. 3). The students in the middle school show somewhat low levels of achievement in language arts and mathematics with proficiency rates around 60% (p. 4), and there are lower levels of achievement in the at risk student populations with proficiency rates as low as 36% (p. 4). The proposal shows evidence of success of the proposed program at the elementary school which supports the justification for expanding the program into the middle school in order to address the academic achievement challenges.

#### Weaknesses:

This criterion was thoroughly discussed and I did not find any weakness.

#### Reader's Score:

2. (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 identifies three clearly stated weaknesses including lack of curriculum resources that integrate with the common core, insufficient funding for art's education, and lack of professional development in the arts (p. 6). The applicant describes these weaknesses with justification as to how the current project will address the weaknesses by expanding the arts integrated curriculum from the elementary to the middle school (p. 5), using funding from the grant to support arts programs (p. 8), and providing additional professional development on the

**Sub Question**

Common Core state standards and arts integration (p. 8-9). Rather than just stating that funding is an issue, the applicant suggest that without alternative funding programs such as the one being proposed are not a possibility given the current state of funding in California.

**Weaknesses:**

This criterion was thoroughly discussed and I did not find any weakness.

**Reader's Score:**

**Selection Criteria - Significance**

**1. The Secretary considers the significance of the proposed project by considering the following factor:**

**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 provide detailed descriptions of the products (p. 10-13) that will result from the project and describe several ways in which the products will be made available in ways that others could replicate. The applicant intends to provide the materials online through various websites (p. 13) , allow educators to do fieldwork in the schools to gain hands on experience (p. 13), and share information about the projects at conferences (p. 13). The materials include resources that would help others to implement the integrated units including videos of successful implementation (p. 11), student exemplars (p. 11), and assessment tools (p12).

**Weaknesses:**

This criterion was thoroughly discussed and I did not find any weakness.

**Reader's Score: 10**

**Selection Criteria - Quality of Project Design**

**Please provide a brief summary and your scores for Question 3 - Quality of Project Design in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.**

**The Secretary considers the quality of the design of the proposed project by considering the following factors:**

**Strengths:**

N/A

**Weaknesses:**

N/A

**Reader's Score: 23**

**Sub Question**

## Sub Question

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

### Strengths:

The applicant provides a detailed and extensive list of research findings and citations for those findings related to arts instruction and arts integration.

### Weaknesses:

While the table in this section (p. 16) helps to organize the information, it is unclear how the “design elements” in the table are elements in the current project. There is no description to clearly link the research presented in the table to the components of the project (such as, units, professional development, technology, and assessment).

### Reader's Score:

2. **(b) The extent to which the proposed project is supported by strong theory.**

### Strengths:

The applicant provides a clear theory of action that identifies a logical sequence of activities, outputs, outcomes and impacts. The logic model includes the major components of the project and a comprehensive list of outcomes and impacts.

### Weaknesses:

Increasing student arts achievement is listed both as a short term outcome and an impact, the outcomes should be changes that you expect to see before the impacts. For example, change in teacher practice would be an outcome that would then lead to an impact in student achievement.

### Reader's Score:

3. **(c) 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.**

### Strengths:

The proposed project includes training (p. 22) and coaching (p. 23) for all teachers in the district around Common Core State Standards and general teacher practice. The project is aimed at supporting improved teaching in general by providing training on and units of study aligned to the Common Core State Standards, involving teachers in a lesson study process to improve their lesson development (p. 27), and providing a coach to support the integration of technology into instruction (p. 27).

### Weaknesses:

The applicant also indicate that the project will provide components that are designed to improve achievement of ELL and low-SES students (p. 24) but there is little description of what these components are.

### Reader's Score:

4. **(d) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.**

### Strengths:

The applicant include plans to continue the project beyond the grant including the expansion of the project to other schools by using already trained teachers to train other teachers (p. 28). The project team will develop sustainability plans for both school and district level sustainability which includes a fundraising plan which will increase the likelihood of sustainability.

**Sub Question**

**Weaknesses:**

This criterion was thoroughly discussed and I did not find any weakness.

**Reader's Score:**

**Selection Criteria - Quality of Project Personnel**

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.**

**In addition, the Secretary considers the following factor:**

**The qualifications, including relevant training and experience, of key project personnel.**

**Strengths:**

The proposed staff have the experience and training necessary to implement the project. The project director has expertise in leading an arts integration program and grant oversight (p. 31). The project specialist has experience in arts education and grant oversight (p. 32) The arts media coach has expertise in technology integration (p. 33).

**Weaknesses:**

This criterion was thoroughly discussed and I did not find any weakness.

**Reader's Score: 10**

**Selection Criteria - Quality of the Management Plan**

1. **Please provide a brief summary and your scores for Question 5 - Management Plan in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.**

**The Secretary considers the quality of the management plan for the proposed project by considering the following factors:**

**Strengths:**

N/A

**Weaknesses:**

N/A

**Reader's Score: 16**

**Sub Question**

1. **(a) 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.**

### Sub Question

#### Strengths:

The plan includes an advisory committee with a diverse membership allowing for various perspectives in managing and implementing the project (p. 34). The plan describes how milestones will be assessed and provides a detailed plan that includes a comprehensive list of activities, and clear and realistic milestones throughout each year (p. 35-39). The plan includes clearly defined overall responsibilities for key staff indicating who will be responsible for things such as general oversight (p. 31), day to day oversight (p. 31), and developing curriculum (p. 32), and indicate responsibilities by each activity described in the timeline (p. 35-39).

#### Weaknesses:

This criterion was thoroughly discussed and I did not find any weakness.

#### Reader's Score:

2. **(b) 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.**

#### Strengths:

The project director, project specialist and arts/media coach are all full time on this grant (p. 30) which should allow for adequate time to manage and implement the project.

#### Weaknesses:

The project director is a principal at the magnet school and is listed as being full time director of the project – this does not seem realistic given the responsibilities that the principal position is already a full time job. It would help if the applicant explained how the principal will continue fulfilling their current responsibilities and oversee the grant.

#### Reader's Score:

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

#### Strengths:

The plan includes an advisory committee that will meet quarterly to review data to inform program improvements. The plan lists specific monitoring steps that will be used to assess the progress of the project (p. 41).

#### Weaknesses:

Some of the monitoring steps such as assess the quality of curriculum units are not likely to produce quarterly data that can be reviewed for program improvement (p. 41). The applicant should focus on data that would be available quarterly such as feedback on the implementation of the project and describe how that data will be used to adjust.

#### Reader's Score:

### Selection Criteria - Quality of the Project Evaluation

Please provide a brief summary and your scores for Question 6 - Project Evaluation in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the quality of the evaluation to be conducted of the proposed project by considering the following factors:

**Strengths:**

N/A

**Weaknesses:**

N/A

**Reader's Score:** 16

**Sub Question**

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

**Strengths:**

The evaluation plan includes the collection and analysis of a variety of data (both qualitative and quantitative) that are aligned to the project objectives and outcomes.

**Weaknesses:**

The evaluation plan describes that formative assessments on student achievement are being implemented throughout the school year (p. 43) but does not describe how these will be used to evaluate the program objectives or outcomes.

**Reader's Score:**

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

**Strengths:**

The evaluation plan includes plans to assess the development of the units, training, unit and assessment implementation and dissemination. All of these could be used to monitor progress and provide feedback.

**Weaknesses:**

There is limited description of the instruments that will be used and the analysis that will be used with the implementation data. For example, the plan includes the use of a product specification checklist (p. 44), but there is no clear description of what this checklist would include or how often it would be administered. The data collected around implementation, such as the review of curriculum units and annual surveys on the professional development (p. 44) do not appear to be data that are available quarterly, but the plan describes the provision of feedback on a quarterly basis.

**Reader's Score:**

3. (c) **The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)**

**Strengths:**

The plan includes a QED with a description of procedures for matching and the inclusion of a covariate to account for baseline differences. The plan identifies which outcomes will be used in the analysis.

**Weaknesses:**

The applicant propose to use ANCOVA to analyze the impact, but the students are nested in classrooms and the classrooms are nested in schools, so they should use analyses that will account for this clustering such as HLM. Or they should describe how they will statistically correct for clustering although this is less desirable.

**Sub Question**

**Reader's Score:**

**Priority Questions**

**Competitive Preference Priority 2 - Technology**

- 1. Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.**

**Strengths:**

The proposed project includes an arts/media coach who will support teachers in integrating technology into the arts integrated units through training (p. 27). The applicant indicates that they will partner with other organization to integrate technology.

**Weaknesses:**

The proposal does not provide specific details on the types of technology that will be integrated based on the units or specifics of the implementation of the training.

**Reader's Score:**      **4**

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**Status:**              Submitted  
**Last Updated:**      06/16/2014 11:26 PM

Status: Submitted

Last Updated: 06/18/2014 11:40 AM

## Technical Review Coversheet

Applicant: Glendale Unified School District (U351D140060)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	15
<b>Significance</b>		
1. Significance	10	9
<b>Quality of Project Design</b>		
1. Quality of Project Design	25	22
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	20	16
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Sub Total</b>	100	92
<b>Priority Questions</b>		
<b>Competitive Preference Priority 2</b>		
<b>Technology</b>		
1. CPP: Technology	5	5
<b>Sub Total</b>	5	5
<b>Total</b>	105	97

# Technical Review Form

Panel #8 - Development & Dissemination Grant Program - 8: 84.351D

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

Applicant: Glendale Unified School District (U351D140060)

## Questions

### Selection Criteria - Need for Project

1. Please provide a brief summary and your scores for Question 1 - Need for Project in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the need for the proposed project by considering the following factors:

#### Strengths:

N/A

#### Weaknesses:

N/A

Reader's Score: 15

#### Sub Question

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

#### Strengths:

The applicant clearly meets all elements of the criteria by demonstrating a strong need for the proposed program in the target area. For example, the applicant provides a table that shows schools' demographics (total enrollment, low SES, ELL, and minority) compared to school district and state demographics. The data shows the target schools shares similar data that places the target students at-risk of failure (p.3). For example, the applicant provides more evidence of need by presenting data on the percentage of English Language Arts and Mathematics achievement scores based on AYP calculations, California Standards Test (CST) that reveals issues of concern in student achievement for the target students (pp.4-5).

#### Weaknesses:

No weaknesses found: "This criterion was thoroughly discussed and I did not find any weakness."

#### Reader's Score:

2. (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 clearly meets elements of the criteria by presenting particular gaps in services, infrastructure, and opportunities. For example, the applicant has identified several issues of concerns related to the lack of opportunity,

**Sub Question**

curriculum, and materials to integrate the arts with the Common Core State Standards for the purpose of enhancing student achievement; inadequate findings due to limited funding sources; and limited opportunities for teacher preparation and professional development in the arts, CCSS, brain-based lesson design, and technology (p.6). Additionally, the applicant shows data indicating California has the eighth largest economy in the world, but public education funding is ranked 49th in the nation as measured by per-pupil spending (p.7).

**Weaknesses:**

No weaknesses found: "This criterion was thoroughly discussed and I did not find any weakness."

**Reader's Score:****Selection Criteria - Significance****1. The Secretary considers the significance of the proposed project by considering the following factor:**

**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 clearly meets elements of the criteria because products (such as information, materials, processes, or techniques) from the proposed project likely will be produced and be used effectively in a variety of other settings. For example, the proposed project will provide a model of arts integration in arts in K-8th grade academic instruction to align with the Common Core State Standards (p.e13). The program will serve 2,200 students at two title one schools (elementary & middle) (p.e13). The proposed project creation of packaged products (Arts and Common Core integrated curriculum units of study as laboratory schools, teacher demonstration videos, student exemplars, and assessment tools) presents the possibility of others having access to materials that will result in improvement in other settings (pe. 13 & pp. 10-12). The products will be assessed by the Evaluation and Training Institute (ETI) for effectiveness of building schools' arts integration capacity (p.12). The Common Core State Standards-based lessons and units have the possibility of having a national impact on learning infused with the arts. The audiences for dissemination will involve teachers, administrators, educational policy makers, arts educator, and technology educators. The participants will share findings at district-wide training sessions and professional development activities (p.12). The applicant will use the internet, partnerships, schools visits, conferences, and publishing articles in educational journals to disseminate the findings beyond the program participants (pp.12-13).

**Weaknesses:**

The applicant partially meets elements of the criteria. For example, the applicant provides conflicting data of the amount of students that will be served by the grant. The applicant indicates on p.e13 of the application, the number of students at Toll Middle school as being 1150 and on p.2, the number of students as being 1,148. On p.e13, the applicant indicates the number of students at Keppel Elementary as being 1,050 and on p.1, the number of students as being 1,000. The applicant should know the amount of students and amount of resources needed to delivery services to the target population.

**Reader's Score: 9**

**Selection Criteria - Quality of Project Design**

1. Please provide a brief summary and your scores for Question 3 - Quality of Project Design in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the quality of the design of the proposed project by considering the following factors:

**Strengths:**

N/A

**Weaknesses:**

N/A

Reader's Score: 22

**Sub Question**

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

**Strengths:**

The applicant meets the elements of the criteria by reflecting in the design of the proposed project some up-to date knowledge from research and meaningful practices to support the proposed project (pp.e90-94). For example, the proposed project will use brain-based research in the lesson design. The applicant also provides a chart consisting of a collection of research used to design and inform the proposed project (pp.16-18). The applicant identifies research that supports the notion that professional development can impact student achievement (p.19).

**Weaknesses:**

The applicant presents a weakness in meeting the elements of the criteria by reflecting in the design of the proposed project some out dated knowledge from research and meaningful practices to support the proposed project. For example, some of the research is more than 10 years old (pp.e90-94).

Reader's Score:

2. (b) The extent to which the proposed project is supported by strong theory.

**Strengths:**

The applicant meets elements of the criteria by describing how the anticipated project is supported by strong theory. For example, the applicant articulates how the proposed project is supported by strong theory by providing a logic model. The conceptual framework presents in the logic model summarizes the rational connections between the focused needs of the project resources, activities, outputs, outcomes (short and intermediate- term) and impact. (p. 21). The applicant identifies research that supports the theory that quality professional development can have a positive impact student achievement (p.19).

**Weaknesses:**

No weaknesses found:"This criterion was thoroughly discussed and I did not find any weakness."

## Sub Question

### Reader's Score:

3. (c) **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.**

#### Strengths:

The applicant meets the elements of the criteria by providing a comprehensive effort to enhance teaching and learning and support rigorous academic standards for students. For example, the applicant describes a detailed comprehensive attempt to improve teaching and learning and sustain rigorous academic standards for students through the implementation of the Common Core State Standards, and enhancing teacher effectiveness and student learning by increasing teachers' technology/media skills (p.e13 & p.22-23). The applicant will create a professional development plan while partnering with local arts organizations (Music Center of Los Angeles & ISE Educational Services (pp.23- 26).

#### Weaknesses:

No weaknesses found: "This criterion was thoroughly discussed and I did not find any weakness."

### Reader's Score:

4. (d) **The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.**

#### Strengths:

The applicant meets the elements of the criteria by providing a plan for sustainability that outlines how the anticipated project will create self-sufficiency and help guarantee that the impact of the project will survive after Federal assistance has ceased. For example, the applicant describes building capacity by providing high quality, intensive, and sustained professional development for teacher-leaders, classroom teachers, and arts specialists. The participating teachers will support the proposed project's expansion of arts integration pedagogy to other schools with the district by guiding the District's professional development in the implementation of the units. For example, the proposed project will create plans for district and school-specific sustainability. Stakeholders will discuss how to create and implement the plans for meeting important objectives associated with achieving sustainability. Fundraising activities will take place to support the program beyond the grant period (pp. 28-29). The applicant provides letters of support from several organizations to support the program's existence beyond the grant period (ppe.67-81).

#### Weaknesses:

No weaknesses found: "This criterion was thoroughly discussed and I did not find any weakness."

### Reader's Score:

## Selection Criteria - Quality of Project Personnel

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.**

**In addition, the Secretary considers the following factor:**

**The qualifications, including relevant training and experience, of key project personnel.**

**Strengths:**

The applicant meets the elements of the criteria by providing quality personnel to include persons from traditionally underrepresented groups of persons who can carry out the anticipated project. For example, the applicant is an equal opportunity employer that is dedicated to selecting persons for employment regardless to race, religion, color, etc. The proposed project will follow the District Policy for establishing Non-Discriminatory Employment practices for employment, as described in the affirmative Action Employment (AAEP). The applicant will follow policies to ensure compliance with Title IX and the Education Amendments of 1992 and section 504 of the Rehabilitation Act of 1973). For example, the applicant will use practices to encourage applications for employment from persons who are members of groups that traditionally have been underrepresented based on race, color, national origin, etc). The applicant will have an Affirmative Action Plan and positions will be advertised in common publications (p.32-33). The applicant provides teacher's demographics by race and gender for the target schools (p.33).

For example, the applicant provides a GEPA 427 form that ensures that participants and staff will be provided with equitable access to participate in the proposed project. The participating school district has already committed to ensuring equitable access to participation in federal funded programs for all. Regular discussions will be held to eliminate barriers to success based on gender, race, national origin, etc. all written materials provided by the school district must be printed in four primary languages (Korean, Armenian, Spanish, and English). Translators of the different languages are provided at schools and in meetings (p.e10).

For example, the applicant provides employment requirements that includes relevant training and experience. The applicant provides a chart that lists key personnel and commitments (p.30). The applicant provides job descriptions, desired qualifications for positions, and actual qualifications (p.30-33). The applicant provides individual resumes for the project director and key personnel (pp.e82--89). The applicant provides a chart that list elements of staff person, responsibilities, and qualifications (pp.34).

**Weaknesses:**

No weaknesses found:"This criterion was thoroughly discussed and I did not find any weakness."

**Reader's Score: 10**

**Selection Criteria - Quality of the Management Plan**

**Please provide a brief summary and your scores for Question 5 - Management Plan in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.**

**The Secretary considers the quality of the management plan for the proposed project by considering the following factors:**

**Strengths:**

N/A

**Weaknesses:**

N/A

Sub Question

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

**Strengths:**

The applicant meets elements of the criteria by planning to obtain the objectives of the proposed project with budget. For example, the applicant provides an organized narrative budget that describes costs over the duration of the grant. The applicant provides an itemized budget breakdown of personnel, fringe benefits, travel, supplies, contractual, and other direct and indirect costs for each year. The budget reflects the personnel needed to effectively plan and manage the grant. The costs seem reasonable in relation to meeting the objectives and carrying out the anticipated program activities. There are no unnecessary or unrelated costs that appear in the budget (pp. e96-103).

The applicant meets elements of the criteria by planning to obtain the objectives of the proposed project on time. For example, the applicant will create an Advisory Committee that consists of principal investigators, project specialist, arts/media coach, teachers, resident artists, parents, stakeholders, district representatives, community partners, and an evaluation consulting company to make sure adequate and quality administration of the project goals and objectives are met (p.34). For example, the applicant provides a table that illustrates a well-organized management plan that consists of key project tasks, the roles and responsibilities of partners for completion of those tasks, the proposed timeline for the project development and dissemination, and milestones for monitoring the progress of project implementation (pp.34-39).

**Weaknesses:**

The applicant does not address in the management plan measurable outcomes for achieving the proposed project. For example, the applicant states it will select site teacher-leaders for a writing team, but the applicant does not address how it will select the teachers, such as to what the requirements are for selecting teachers in order to get the best teachers possible to serve as teacher-leaders (p.35).

Reader's Score:

2. (b) 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.

**Strengths:**

The applicant meets the elements for the criteria by demonstrating the time commitments of staff. For example, the applicant illustrates in a chart format the time commitments of the project director and other key project staff (pp.30 & 40).

**Weaknesses:**

The applicant presents a weakness for meeting partially the element of time commitment for the project director. For example, the applicant indicates that the project coordinator will be full time and dedicated exclusively to project. However, the applicant indicates that the project director will maintain his or her duties as a principal. The project director commitment appears not to be reasonable to achieve the objectives of the anticipated project while attempting to fulfill commitment to permanent full-time employment. The applicant does not indicate if the project director will be granted release-time from permanent full-time employment to serve as project director (pp. 30 & 40).

Reader's Score:

**Sub Question**

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

**Strengths:**

The applicant adequately meets the elements of the criteria for ensuring feedback and ongoing enhancement in the operation of the anticipated project. For, example the applicant provides details on the role of the Advisory Board in guaranteeing feedback and ongoing improvement occurs in the operation of the proposed project. The Advisory Committee will oversee project activities, monitor implementation of the management plan, review evaluation data and other feedback, use evaluation results to make needed revisions for improvement, and provide continuous communication between collaborative partners. The external evaluation team will be a part of the Advisory Committee. The evaluation team will be accountable for supplying ongoing assessment and feedback to the Advisory Committee regarding the development, implementation, and dissemination of products along with needs for improvement in specific areas (p.41). The applicant has established a time for the Advisory Committee and evaluation team to perform their duties for ensuring feedback and continuing improvement in the procedure of the anticipated project. For example, the Advisory Committee will meet on a quarterly basis and oversee the implementation evaluation of the project. The evaluation team will make presentations at quarterly meetings and report progress in the creation and dissemination of the arts integrated units of study. The evaluation team will report annually and as needed the program's progress toward meeting the objectives to increase student proficiency achievement in the core academic subject areas, and in the visual and performing arts (p.42).

**Weaknesses:**

No weaknesses found: "This criterion was thoroughly discussed and I did not find any weakness."

**Reader's Score:**

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

Please provide a brief summary and your scores for Question 6 - Project Evaluation in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the quality of the evaluation to be conducted of the proposed project by considering the following factors:

**Strengths:**

N/A

**Weaknesses:**

N/A

**Reader's Score: 20**

**Sub Question**

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

## Sub Question

### Strengths:

The applicant meets the elements for the criteria by using methods of evaluation to include the use of objective performance measures that are vividly associated to the proposed outcomes of the project and will yield quantitative and qualitative data. For example, the applicant will conduct an intensive evaluation using a quasi- experimental design in which quantitative and qualitative data will be gathered. For example, summative assessment will consists of a pre-test and post-test comparison group design. The evaluator team will implement summative assessment on an annual basis in the years 2-4 of the grant. The two target schools will be compared to similar non-project schools at the same grade level on Smarter Balances summative assessments in English Language Arts and Mathematics. Formative assessments will consist of content-cluster measures from the Smarter Balanced assessment being selected by the teachers and administered on an interim basis throughout the school year. The results will be utilized by teachers to better understand students' strengths and limitations associated to CCSS, and to better comprehend a student's learning need (pp.43-44).

### Weaknesses:

No weaknesses found: "This criterion was thoroughly discussed and I did not find any weakness."

### Reader's Score:

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

### Strengths:

The applicant meets the elements for the criteria by providing methods of evaluation that will provide performance feedback and permit ongoing assessment of progress to meeting proposed outcomes. For example, the evaluation team will monitor the development of the proposed program, the teacher training, and teacher implementation of the study units and assessment tools to be used in the classroom. For example, the evaluation team will manage the dissemination of the products beyond the project schools. Through written reports and oral presentation, the evaluation team will supply feedback to the Advisory Committee on a quarterly basis and as needed on the progress of implementation and dissemination. Suggestions for improving and revisions will be made to the Advisory Committee as needed for delivering corrective actions necessary for program success (p.44).

### Weaknesses:

No weaknesses found: "This criterion was thoroughly discussed and I did not find any weakness."

### Reader's Score:

3. **(c) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)**

### Strengths:

The applicant meets the elements of the criteria by providing quality implemented methods of evaluation to produce of evidence of promise. For example, the evaluation process has the potential to result in evidence of promise because the program will utilize the goals and objectives, student level data, timeframe, methods and instruments, and analysis in the evaluation plan (pp.44-47). For example, the findings show hope for being utilized by others to build the capacity of teachers to asses student learning in the arts and provide sustainability of arts programming at the school and district levels (p.48). The findings offer a possibility of sharing information with others because the applicant discusses the means of dissemination as a goal (#4) for the generalizing effective strategies suitable for

**Sub Question**

replication in other settings (p.47).

**Weaknesses:**

No weaknesses found: "This criterion was thoroughly discussed and I did not find any weakness."

**Reader's Score:**

**Priority Questions**

**Competitive Preference Priority 2 - Technology**

- 1. Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.**

**Strengths:**

The proposed project meets the criteria for designing projects to improve achievement or teacher effectiveness. For example, the project is designed to improve teacher effectiveness by hiring a full-time arts/media coach to infuse technology into the arts integrated lesson plans, and help build teachers' proficiency with the use of technology in the classrooms (p.2). The applicant will partner with an arts organization, the Music Center to develop a 3-disc model lesson DVD set for teacher use (p.48).

**Weaknesses:**

No weaknesses found: "This criterion was thoroughly discussed and I did not find any weakness."

**Reader's Score: 5**

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