

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

Status: Submitted

Last Updated: 06/30/2014 01:29 PM

Technical Review Coversheet

Applicant: The School District of Palm Beach County (U351D140111)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	15
Significance		
1. Significance	10	10
Quality of Project Design		
1. Quality of Project Design	25	25
Quality of Project Personnel		
1. Project Personnel	10	9
Quality of the Management Plan		
1. Management Plan	20	19
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	98
Priority Questions		
Competitive Preference Priority 2		
Technology		
1. CPP: Technology	5	5
Sub Total	5	5
Total	105	103

Technical Review Form

Panel #11 - Development & Dissemination Grant Program - 11: 84.351D

Reader #3: *****

Applicant: The School District of Palm Beach County (U351D140111)

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:

See discussion within each sub-criterion.

Weaknesses:

See discussion within each sub-criterion.

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 makes a strong case for its planned project in four Title I elementary schools that serve large high-risk populations of students of color. The applicant notes that the intent is to provide "advanced language, higher-level thinking skills and student engagement" strategies that will strengthen achievement (e20). The applicant provides basic demographic detail about each of the a targeted schools, including the number and percent of students who receive free- and reduced- priced lunch and the percent of ELL and students of color. In addition, the achievement status in mathematics and reading of students in each target school is described in detail (e19-e20).

Weaknesses:

None noted.

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 details, for each proposed school, the specific services, infrastructure and opportunities that are needed to close the gaps in current programming. The project is designed to enhance the core curriculum, and to give students greater access to high quality arts education, including arts, music, drama, and dance. Following the arts integration model demonstrated by James Catterall to enhance learning among at-risk youth, the project will increase opportunities for learning through the arts through teaching artist residencies, field trips to cultural arts

Sub Question

centers, and using integrated arts technology in teaching. The project is designed to especially focus on the needs of EL learners and special education students by training their teachers to infuse arts into the curriculum, using a well-defined proposed new Arts-Integrated Curriculum Handbook, a website, training modules, and teacher peer-to-peer learning (e25-e26).

Weaknesses:

None noted.

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:

Providing substantial and clear explanation and details, the applicant proposes five dimensions of the project that will be sustained within the district following the conclusion of the grant period: (1) an arts-integrated curriculum handbook for K-5 teachers; (2) a project website for communicating among teachers and students and for sharing work beyond the life of the project; (3) training modules that will be available on the website; (4) formative and summative reports of the project's evaluation will be posted on the website and disseminated to encourage stakeholder interest and advocacy; and (5) project findings, materials, products, and research will be presented at conferences across the state and nationally (e26-e27).

Weaknesses:

None noted.

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:

See discussion within sub-criterion.

Weaknesses:

See discussion within sub-criterion.

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 presents a significantly detailed literature review at the outset of its design plan (e29-e30), which summarizes and integrates the rich body of recent research on which the project will be based. The project is designed as a follow-up to a previous four-year AEMDD project and will apply a "new, elevated model for arts and technology integration" that will seek to use arts integration strategies to "develop students' "multiliteracies" by combining arts and technology in support of cognitive gains (e30).

Weaknesses:

None noted.

Reader's Score:

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

Strengths:

The project's evidence-based logic model builds on the recently distributed Kennedy Center CETA model and pulls from its own previous AEMDD grant program (e31). The applicant articulately describes and depicts its "underlying theory of action," (e32) as the theory underlying the arts integration model it will use to target four high-needs elementary schools, giving access to the professional development and implementation support found successful in its previous project (e31) and in evidence from emerging research evidence.

Weaknesses:

None noted.

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 project is embedded in the district's Department of Curriculum, which includes the district's professional development team. As part of the Curriculum division, the project will also align itself with the district's Common Core implementation (e39). The project will use curriculum mapping to connect teaching artists with classroom teachers who are using the arts to implement the Common Core curriculum (e33). By learning to use curriculum mapping teachers will also be learning to use new teaching processes and skills, curriculum standards, products, and "performances as learning assessments" (e34). The curriculum maps will become the basis for ongoing long-range planning.

The proposed project incorporates authentic student assessment, professional development, school-level professional learning communities, continuous improvement, and community partnerships to integrate the project with the district's on going comprehensive curriculum improvement (e38-e40).

Weaknesses:

None noted.

Sub Question

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 demonstrates that integration of the arts is now incorporated into the district's most recent strategic plan (e40), so the project's design will serve as a mechanism for addressing this strategic commitment over the long term. As the project's benefits are evidenced, the district plans to expand it into "additional elementary schools throughout the district" (e40) using the curriculum products and training modules which are developed. The target school teachers will become curriculum experts and will be encouraged to take leadership roles and to disseminate their arts-integration experiences and accomplishments into new settings. The project's steering committee includes several key community arts partnership organizations that will help promote and disseminate the project's benefits and strategies (e39). Learning networks, online learning and a project arts-integration website will be used to incorporate the project's purposes, activities and benefits into the district's ongoing work beyond the grant period.

Weaknesses:

None noted.

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 makes a clear commitment to recruiting and employing staff who represent the diversity of students in under-represented populations (e44). Evidence indicates a districtwide commitment to fostering diversity among staff in support of students from all backgrounds.

The proposed staff includes a 100 percent funded project director who has a rich background in theater, teaching, and project management in arts education programs (e46). Similarly, an arts technology coordinator will also be a full-time position. Principals and school administrators will support the project within schools and oversee the development and implementation of the arts integrated programs.

Weaknesses:

Although it is implied that the project will seek applications from members of under-represented groups, the applicant does not make a clear statement to affirm the commitment to this goal.

Reader's Score: 9

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:

See description within sub-criteria.

Weaknesses:

See description within sub-criteria.

Reader's Score: 19

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 management plans includes a clear statement of four project goals and related objectives, with annual outcome benchmarks and strategies for measuring outcomes defined (e48-e49). The application includes a time table of activities with milestones for accomplishing them and a list of designated staff that will carry out the specified grant-funded activities (e49-e51).

Weaknesses:

The time table for completing activities includes time periods that are often non-specific (e.g., indicating the month, but not specific deadline dates, and the responsibilities for completing activities is shared by the key staff, leaving the accountability specifics to be quite general. This section would be strengthened by a more detailed timeline for each of the project years, specific dates assigned to milestones, and accountability for completion of activities assigned to specific staff, rather than to a group of staff members.

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:

Two full-time staff members, a project director and a technology arts coordinator, will manage and implement the project under the direction of the district's Curriculum Supervisor. This team will be supported by district and partner staff who are offering reasonable amounts of in-kind support and by contractors who will conduct the evaluation. The proposed staff are highly experienced educators, artists, and managers who are knowledgeable about arts integration and school district management (e49-e51). The project will be evaluated by an experienced outside evaluator and her team (e53-e54).

Weaknesses:

None noted.

Reader's Score:

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

Sub Question

Strengths:

A local steering committee will be identified to ensure feedback and to continuously ensure program improvement, based on feedback they obtain from staff and evaluators (e54). The steering committee, representing district, schools, and county organizations, will provide regular project oversight in monthly meetings and based on regular reports from staff and evidence collected and reported (e55). Data collected for this project will be maintained by and obtained from the district's Education Data Warehouse (EDW).

Weaknesses:

None noted.

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:

See detailed discussion within the sub-criterion.

Weaknesses:

See detailed discussion within the sub-criterion.

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.**

Strengths:

The evaluation, to be conducted by one of the leading arts evaluators in the field, includes both a formative and quasi-experimental, mixed-method design. Both academic achievement and arts engagement are predicted to increase over 5 percent over the four-year project. Table I provides a complete evaluation time table, organized by the project's key goals and specific qualitative and quantitative data will be collected to measure outcomes. Performance measures are clearly related to the intended outcomes of the project and both the measures to be used and the targets to be reached are specified (e55-e57).

Weaknesses:

None noted.

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.**

Sub Question

Strengths:

The evaluation qualitative and quantitative data will be collected, and the evaluation team plans three in-depth on-site visits to observe classrooms and interview teachers, students, and principals (e58) throughout the project. The site visits will ensure the likelihood of implementation fidelity. Table 2 details the proposed evaluation instruments, their development dates, and the administration plans. New assessments for multiple arts components are being developed and will be implemented during the course of the project (e58-60). Table 3 details the quantitative variables and the planned procedures for their analysis (e60). Accountability data about the project's overall success and suitability for replication will be reported within 90 days of the project's conclusion. Annual reports will also be offered each project year to provide the implementation with data for making mid-course corrections (e61).

Weaknesses:

None noted.

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 program will reach four schools with diverse populations and high needs. A group of parallel comparison schools have been selected to match the treatment schools so a strong quasi-evaluation design can be implemented from the project's start (e61). The matched comparison schools will have statistically similar demographics and prior year achievement scores (e62) as the treatment group. The applicant also includes its strategy for demonstrating implementation fidelity throughout the project by using both direct and indirect assessments, observing teachers in multiple site visits, and monitoring project support systems that are in place. There is every reason to believe that that in-depth evaluation plan will yield strong, high-quality evidence of the project's future promise.

Weaknesses:

None noted.

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 applicant details the way in which it plans to use iPad labs and other creative technologies to stimulate arts integration. A full-time "arts technology" coordinator will be assigned to conduct professional development and follow-up coaching, modeling, and mentoring. The website will be established in the project's first year so that teachers can share technology-based, arts-integrated projects, lesson plans, and samples of students' work. The website will also be used as a dissemination platform for teachers to share their best practices. The website will also be the basis for web conferencing, web meetings, and will serve as a platform for teachers to exchange with peers and students and for students to connect with peers through such programs as Skype and Global Schoolhouse (e17-e18). The applicant recognizes that this technology will also enable the dissemination of the research outcomes.

Weaknesses:

None noted.

Reader's Score: 5

Status: Submitted

Last Updated: 06/30/2014 01:29 PM

Status: Submitted

Last Updated: 07/08/2014 03:26 PM

Technical Review Coversheet

Applicant: The School District of Palm Beach County (U351D140111)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	15
Significance		
1. Significance	10	10
Quality of Project Design		
1. Quality of Project Design	25	25
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	20	19
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Sub Total	100	99
Priority Questions		
Competitive Preference Priority 2		
Technology		
1. CPP: Technology	5	5
Sub Total	5	5
Total	105	104

Technical Review Form

Panel #11 - Development & Dissemination Grant Program - 11: 84.351D

Reader #2: *****

Applicant: The School District of Palm Beach County (U351D140111)

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 four schools selected for the project possess high percentages of students who are at-risk of educational failure: 78-98% free-reduced lunches; 71-77% below proficiency in reading; and 59-75% below proficiency in math (p. e22). The proposed project seeks to address the needs of these at-risk students through an arts-technology integration initiative that targets student achievement and engagement. The plan includes high quality professional development for teachers and a full arts curriculum with teaching artist residencies, and field trip experiences to cultural arts centers (p. e23).

Weaknesses:

None.

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 integration of the arts will be used to further teach academic subjects at a deeper level (p. e25). Both teachers and students will have increased opportunities for learning in and through the arts (p. e23).

Sub Question

Weaknesses:

None.

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:

An AICP Arts-Integrated Curriculum Handbook for K-5 Teachers, an AICP website, a series of training modules, the model design, and the evaluation findings are some of the products that will be developed through this project (p. e26). All products will be posted yearly on the AICP website for sharing globally (p. e27).

Weaknesses:

None.

Reader's Score: 10

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: 25

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 AICP Project will use the Kennedy Center's CETA program as its arts integration model (p. e27), a model that is based on research and effective practices (p. e26).

Sub Question

Weaknesses:

None.

Reader's Score:

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

Strengths:

The logic model (p. e32) is based on the action theory—the AICP will lead to stronger arts programming, higher quality classroom instruction, and better outcomes for students (p. e31).

Weaknesses:

None.

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 district's Department of Curriculum will oversee the arts-integrated curriculum through a process of curriculum mapping (p. e33). The intense professional development plan includes 5 district professional development days plus 5-6 Saturdays OR 60 hours per teacher per year. PLCs will be formed and a continuous improvement model will be utilized (p. e37).

Weaknesses:

None.

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 design of the project includes elements to build long-term capacity: a learning network, online learning, an interactive project website, teacher-produced materials and lessons, class projects and activities, video-clips of workshops, teacher and student-created documents and videos, a listserv and blogs—all posted to the website and openly accessible for the widest possible access (p. e42).

Weaknesses:

None.

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:

There is a plan to issue a special invitation for applications that will encourage members of all underrepresented groups to apply (p. e44). Resumes of key personnel are attached as well as job descriptions for two major roles.

Weaknesses:

None.

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: 19

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:

A management plan chart noted each goal with objectives, end dates, and benchmarks (p. e48-49). Another chart listed each grant activity with milestone dates and persons responsible to perform those tasks (pp. e49-51).

Weaknesses:

None.

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.

Sub Question

Strengths:

The project director and technology arts coordinator are the only two full-time (100%) leaders. A district management team includes the curriculum supervisor at 15%; fine arts administrator at 25%; and a grants administrator at 10%.

Weaknesses:

The principal investigator (curriculum supervisor) is listed at a time allotment of 15%; a Fine Arts Administrator at 25%; and a Grants Administrator at 10%. While these three district administrators make up the District Management Team, the scope of their identified work should represent a larger time allotment for the magnitude of this project.

Reader's Score:

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

Strengths:

A steering committee plans to meet quarterly; this team consists of the project director, tech arts coordinator, project evaluator, fine arts administrator, grants administrator, the principals and lead teachers from each targeted school, and the education director from each local cultural partner (p. e55).

Weaknesses:

None.

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: 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:

A quasi-experimental, mixed method design will determine any significant differences in achievement in reading, math, and the arts between students in the target schools and their comparison schools (p. e55). A formative evaluation plan will determine the effectiveness of professional development, coaching and mentoring, study groups, curriculum development, as well as frequency and fidelity of the use of the CETA arts integration strategies in daily instruction in the target schools (p. e56).

Weaknesses:

None.

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:

A longitudinal goals chart with timelines further enhances the project's ability to determine progress (pp. e56-57). The project staff and the evaluator plan to meet monthly (p. e63).

Weaknesses:

None.

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:

Three site visits to each target school each year will be conducted by a two-member outside evaluation team. A chart of proposed evaluation instruments includes the grant objectives and benchmarks, development data, and frequency of administration (p. e59). Another chart lists grant objectives with variables, purpose/function, the variable classification, and the statistical analysis of quantitative data (p. e60).

Weaknesses:

None.

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:

Ipad labs, digital cameras, and software for graphic design, animation, and music composition will be purchased in the district's attempt to use technology within a framework of arts integrated experiences to allow students and teachers the chance to create new ways of making meaning, making connections, communicating, and documenting learning (p. e17).

Weaknesses:

None.

Reader's Score: 5

Status: Submitted

Last Updated: 07/08/2014 03:26 PM

Status: Submitted

Last Updated: 06/24/2014 09:48 AM

Technical Review Coversheet

Applicant: The School District of Palm Beach County (U351D140111)

Reader #1: *****

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

Technical Review Form

Panel #11 - Development & Dissemination Grant Program - 11: 84.351D

Reader #1: *****

Applicant: The School District of Palm Beach County (U351D140111)

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:

Four elementary schools will be included in the proposed project as listed on page 5. According to the cited data these schools have high numbers of students not meeting reading or math standards so are persistently low-achieving schools with high populations of minority students.

Weaknesses:

None noted.

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 proposed project will address the needs where gaps are indicated with low performing scores as seen in the high needs of the English language learners with special needs. Teachers and students will have an increased percentage in engagement and expectations with the arts-integrated school programs.

Weaknesses:

None noted.

Sub Question

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 proposed project has plans to include the development and dissemination of the AICP Arts-Integrated Curriculum Handbook, the AICP website, a series of training modules, model design and evaluation findings and conference presentations.

Weaknesses:

None noted.

Reader's Score: 10

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: 25

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:

A previously successful model, the Kennedy Center's CETA program, has supporting data as evidence and will be used in the proposed project model. Several articles to support the positive outcomes of the CETA program are cited on pages 15-16.

Weaknesses:

None noted.

Sub Question

Reader's Score:

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

Strengths:

The theory of Arts Integration will be supported in the proposed project. As stated on page 17, "the underlying theory of action is that the implementation of the AICP model in elementary schools will lead to stronger arts programming, higher quality classroom instruction, and better outcomes for students."

Weaknesses:

None noted.

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 a comprehensive plan for teaching and learning to support rigorous academic standards through several components as described on pages 19-26. These components include an arts-integrated curriculum, authentic student assessments, and professional development for teachers, professional learning communities, and community partnerships.

Weaknesses:

None noted.

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 school board states on page 26, "The School Board of Palm Beach County recognizes the visual arts, music, drama, and dance in our schools as critical components of the learning process and validates their abilities to foster creativity, discipline, and judgment." A learning network will be used to support sustainability of the proposed project.

Weaknesses:

None noted.

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:

A Project Director, Arts Technology Coordinator and the Principals and key administrators will serve as the key personnel for the proposed project. All personnel identified are highly qualified with experience and educational background.

Weaknesses:

None noted.

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: 20

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:

A detailed table of all proposed project activities with expectations and who is responsible for each is included on pages 34-36. Thus a clear plan is proposed with two full time key personnel of Project Director and Project and Technology Arts Coordinator.

Weaknesses:

None noted.

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 proposed project team has two full time key personnel who are responsible for the implementation of the overall project. These key personnel are the Project Director and Arts-Technology Coordinator with each at 100%.

Sub Question

Weaknesses:

None noted.

Reader's Score:

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

Strengths:

A Steering committee will convene quarterly to provide general oversight and input; share data; monitor interim and overall progress; review formative reports and summative evaluations; respond to project needs; and to provide continuous feedback on the progress of the proposed project. A database will be created to house needed information for sharing opportunities.

Weaknesses:

None noted.

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: 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.**

Strengths:

An external evaluator will conduct a quasi-experimental mixed method designed with formative assessment plan to support on-going decisions. The evaluation will include both qualitative and quantitative data.

Weaknesses:

None noted.

Reader's Score:

Sub Question

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:

An evaluation method for providing feedback periodically and annually is included in the proposed project for each year of the proposed project.

Weaknesses:

None noted.

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 on-going and formative evaluation annual reports along with the final evaluation report will be used to make decisions for the future of art integration education across the district for the results of promise and success.

Weaknesses:

None noted.

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:

Each school in the proposed project will provide an iPad lab, digital camera, and appropriate software. A website will be used so teachers can share technology projects lesson plans, samples of student work and other resources. Teachers will also participate in web conferencing and meetings.

Weaknesses:

None noted.

Reader's Score: 5

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