

Technical Review Cover Sheet

Panel Details

Fiscal Year 2008 **CFDA/Subprogram** 84.351C **Schedule No** 3 **Tier No.** 1

Panel Name Panel 05

Applicant Name Washoe County School District **PR/Award No** U351C080017

Questions

| | Points Possible | Points Scored |
|------------|-------------------------------|----------------------|
| | 1. Overall Comments | |
| QUESTION 1 | 0 | |
| | 2. Evaluation Criteria | |
| QUESTION 2 | 20 | 18 |
| QUESTION 3 | 20 | 15 |
| QUESTION 4 | 20 | 20 |
| QUESTION 5 | 10 | 10 |
| QUESTION 6 | 15 | 13 |
| QUESTION 7 | 15 | 11 |
| | TOTAL | 87 |

Technical Review Form

Applicant Name Washoe County School District **PR/Award No** U351C080017

Reviewer Name

Overall Comments - Overall Comments

1. Overall Comments - Summary Statement

Question Status:Not Completed

Reviewer Score:

Evaluation Criteria - Significance (20 Points)

Significance (20 Points)

2. a) **The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.**
- b) **The potential replicability of the proposed project or strategies, including, as appropriate, the potential for implementation in a variety of settings.**

Weaknesses

The applicant needs data on ESL students on Table 1. p2
Partnerships are a strength, but total reliance on them could be a weakness if budget cuts in other areas occur. p2.

Strengths

All elementary students will be served. (p1)
Having partnerships with several institutions makes a strong alliance for the project. (p2)
The use of existing talent to train teachers and staff is ideal. (p2)
Using the Artboxes curriculum that has been aligned with state and national standards is appropriate. (p2)
Availability of instructional materials to participants is adequate. (p3)
Teachers who have integrated music and arts into their lessons will bring strength to the project. (p3)

Question Status:Not Completed

Reviewer Score: 18

Evaluation Criteria - Quality of the Project Design (20 points)

3. **Quality of the Project Design (20 points)**
- a) **The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

b) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

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.

Weaknesses

In the design, the applicant doesn't give sufficient information on how instruction of the arts enhances students' achievement-needs clarity. (p4)
Outcomes seem to be vague--confidence vs. increased abilities, or both. (p5)
Objectives are stated, but how the lessons will impact the students' learning is missing. Observation of teachers and students should be measured. p5

Strengths

The applicant appears to have done much research for this project, such as "best practices" in teaching LEP students and using a variety of strategies in both music and regular ed. classrooms. pp4,9

The utilization of outside resources is a strength, such as the Mindful Music Program, Sierra Arts Foundation, the UNR's College of Education, etc. p8

Giving supplies and training materials to teachers to use in their classrooms seems to be a strength since teachers usually spend much of their own money to meet the needs of their students in high poverty areas. p8

Free after-school arts academies housed at the targeted schools seem to be a strength. p8

Teachers are included in the planning, revising and implementing of academic standards. p14

Question Status:Not Completed

Reviewer Score: 15

Evaluation Criteria - Quality of Project Services (20 points)

Quality of Project Services (20 points)

4. a) **The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**
- b) **The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.**
- c) **The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.**

Weaknesses

No weaknesses found

Strengths

The after school Arts Academy is free of charge. (p14)
The quality, intensity, and the duration seem to be more than adequate. (p16)
Having high expectations for teachers is a strength. (p17)

Question Status:Not Completed

Reviewer Score: 20

Evaluation Criteria - Quality of Project Personnel (10 points)

Quality of Project Personnel (10 points)

5. a) **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.

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

c) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Weaknesses

No weaknesses found

Strengths

Project personnel seem to be highly qualified. (pp18-19)

Question Status:Not Completed

Reviewer Score: 10

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

Quality of the Management Plan (15 points)

6. **The Secretary considers the quality of the management plan for the proposed project by considering 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.**

Weaknesses

The applicant needs more details in their management plan on timelines and milestones. pp19-20

Strengths

Personnel and their responsibilities are stated very well in the management

plan. p19-20

Question Status:Not Completed

Reviewer Score: 13

Evaluation Criteria - Quality of the Project Evaluation (15 Points)

Quality of the Project Evaluation (15 Points)

7. **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.**
- b) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.**

Weaknesses

There is some quantitative data missing, such as how many students will be impacted by the teachers lessons--Table 6 in the outcomes. (pp22-23)

In the evaluation plan, replicability was implied, but not really addressed or documented. (p25)

Strengths

Credentials of evaluator are fine. (p20)

Frequent meetings are adequate to stay abreast of how the project is working over time. (p21)

The qualitative and quantitative data are more defined in the evaluation than in the design. (pp21-25)

Question Status:Not Completed

Reviewer Score: 11

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Panel Name Panel 05

Applicant Name Washoe County School District **PR/Award No** U351C080017

Questions

| | Points Possible | Points Scored |
|------------|-------------------------------|----------------------|
| | 1. Overall Comments | |
| QUESTION 1 | 0 | 0 |
| | 2. Evaluation Criteria | |
| QUESTION 2 | 20 | 16 |
| QUESTION 3 | 20 | 17 |
| QUESTION 4 | 20 | 18 |
| QUESTION 5 | 10 | 10 |
| QUESTION 6 | 15 | 13 |
| QUESTION 7 | 15 | 11 |
| | TOTAL | 85 |

Technical Review Form

Applicant Name Washoe County School District **PR/Award No** U351C080017

Reviewer Name

Overall Comments - Overall Comments

1. **Overall Comments - Summary Statement**

This plan targets the knowledge and the teaching performance of several groups of teachers: art; music; ESL; and regular classroom teachers. ESL

students will learn more English vocabulary through music. All students will improve in their reading and math scores.

Question Status:Completed

Reviewer Score: 0

Evaluation Criteria - Significance (20 Points)

Significance (20 Points)

2. a) **The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.**
- b) **The potential replicability of the proposed project or strategies, including, as appropriate, the potential for implementation in a variety of settings.**

Weaknesses

The applicant does not provide extensive information on the specific gaps or weaknesses in services and teaching in the schools to be offered staff development opportunities. This is a definite shortcoming in the proposal. Another shortcoming is the lack of needs data on the English language learners in the schools. This is true especially in terms of academic achievement. Although the applicant mentions Marzano and Pickering, there are no other major experts mentioned regarding the needs of English language learners or the strategies for helping them to succeed. This is a large percentage of students with special needs. The applicant does discuss dissemination, not replicability, at the top of page 4. The replicability of a project is more involved, including strategies for replicability to be built into the design of the first project. The project might be exportable. However, it is the applicant who must explain some examples of ways to do so in a variety of school districts and buildings.

Strengths

The applicant explains the needs in terms of serving students at risk of educational failure (pp. 1 & 2) and in terms of professional development for

teachers who will serve those students. The applicant mentions research showing (p. 4) the benefits of offering integrated arts instruction to students at risk. The applicant mentions the high percentage of English language learners at more than 16% (p. 1). This need will be addressed by building up the core English vocabulary of these students (p. 9). One gap in services is the fact that there are no arts teachers in the five buildings to be served (p. 1). The current budget crisis is a strong indicator for need to help serve the students. The applicant discusses some collaboration issues and some dissemination issues (pp. 3 & 4) because of affiliation with higher education and other entities.

Question Status:Completed

Reviewer Score: 16

Evaluation Criteria - Quality of the Project Design (20 points)

Quality of the Project Design (20 points)

- a) **The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**
- b) **The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**
- 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.**

Weaknesses

The applicant could provide more information on the ways the English language learners will be served and how that would translate into other communities with other Latino students who speak Spanish as their first or second language or with students from other language backgrounds.

Strengths

The applicant emphasizes improvement in teaching performance and in student

achievement (pp. 3, 5, 6, 7, 9 & 10). This emphasis is clear in the project design. The applicant shows how the teaching will be impacted and monitored for improvement (pp. 5-7) and follows up on this plan by evaluating this impact (pp. 22-25). The professional development is the main way in which the project is designed to build capacity and yield results that will extend beyond the grant project. The potential for good to come from this project is connected to both short-term and long-term outcomes, with an emphasis on local needs. The project makes use of the district attention to the Professional Learning Communities approach to educators collaborating as a group and all working to learn continuously (p. 11). The products of the grant can be exported as long as there are similar students and similar arts standards. The project dovetails into (pp. 13 & 14) the district standards in arts education, in addition to connecting with state and national standards in general.

Question Status:Completed

Reviewer Score: 17

Evaluation Criteria - Quality of Project Services (20 points)

Quality of Project Services (20 points)

- a) **The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**
4. b) **The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.**
- c) **The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.**

Weaknesses

One weakness of this aspect of the grant is that the inclusion of underrepresented persons in the project is somewhat passive (p. 14). It does

not appear the applicant has plans to actively pursue such persons and heartily encourage their participation. Discussing children and their backgrounds does not address the issue of the participation of the teachers who are going to be receiving professional development under these funds.

Strengths

The project is based on both national and states standards. The project is rigorous, as shown by the teacher performance success indicators in the proposal (pp. 4-7) and improvement in student standardized test scores (e.g., p. 7). These indicators and test score results are ambitious levels to aim for in a grant project of this large scope. The professional development services to be provided by the proposed project are of sufficient quality and intensity to accomplish the goals and objectives (pp. 4-7).

Question Status:Completed

Reviewer Score: 18

Evaluation Criteria - Quality of Project Personnel (10 points)

Quality of Project Personnel (10 points)

5. **a) 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.**
- b) The qualifications, including relevant training and experience, of key project personnel.**
- c) The qualifications, including relevant training and experience, of project consultants or subcontractors.**

Weaknesses

None.

Strengths

The applicant makes it clear that district policies do not allow for the discrimination of persons who have (p. 18) traditionally been underrepresented based on race, color, national origin, gender, age, or disability. The applicant explains (pp. 19 & 19) the qualifications of key project personnel and project consultants, showing them all to have acceptable training and credentials for a project of this challenging scope. The applicant includes CVs for the key personnel.

Question Status:Completed

Reviewer Score: 10

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

Quality of the Management Plan (15 points)

6. **The Secretary considers the quality of the management plan for the proposed project by considering 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.**

Weaknesses

One weakness is that more details are needed on the specific role of some stakeholders. For example, there could be more information about the evaluator, the specific time commitment, and how this will dovetail into a smooth process for making all pieces of the evaluation plan happen on time and correctly.

Strengths

Timelines and duties are specified (pp. 19-20) and qualifications of the staff members are listed (p. 19 and CVs). The number of project staff seems reasonable for meeting the activities and objectives of the grant project (pp. 19-20). The project will employ a full-time position to cover the overall monitoring of the activities (p. 20) with the school district staff responsible for ensuring fiscal integrity. Survey and other feedback information from the

teachers can provide feedback and continuous improvement direction.

Question Status:Completed

Reviewer Score: 13

Evaluation Criteria - Quality of the Project Evaluation (15 Points)

Quality of the Project Evaluation (15 Points)

7. **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.**
- b) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.**

Weaknesses

The applicant does not provide guidance about effective strategies suitable for replication or testing in other settings. In general, the applicant does not speak to dissemination methods or the ways to adapt this project to other settings. The applicant could have spoken about ways in which the arts boxes and innovative music strategies dovetail into the research or spring from it. As it is, other districts in other parts of the country may not see adaptability to their own needs.

Strengths

The main strength of this evaluation plan is its comprehensive (pp. 22-25) nature, showing short-term, long-term and deeper outcomes for all areas of the project design. The evaluation shows the monitoring of short-term activities, the teacher efficacy long term growth, and the impact on students. All three types of outcomes are discussed in very specific means, with targets of success in the form of percentages of growth or improvement. The evaluation will make use of both qualitative methods (e.g., focus groups) and quantitative methods (e.g., looking at standardized test results of students in math). Various methods (e.g., monthly and quarterly meetings, pp. 21 & 25) will

provide performance feedback and allow for the periodic checking on how the grant activities are going and how their impact is developing.

Question Status: Completed

Reviewer Score: 11

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Panel Details

Fiscal Year 2008 **CFDA/Subprogram** 84.351C **Schedule No** 3 **Tier No.** 1

Panel Name Panel 05

Applicant Name Washoe County School District **PR/Award No** U351C080017

Questions

| | Points Possible | Points Scored |
|------------|-------------------------------|----------------------|
| | 1. Overall Comments | |
| QUESTION 1 | 0 | 0 |
| | 2. Evaluation Criteria | |
| QUESTION 2 | 20 | 18 |
| QUESTION 3 | 20 | 16 |
| QUESTION 4 | 20 | 18 |
| QUESTION 5 | 10 | 10 |
| QUESTION 6 | 15 | 15 |
| QUESTION 7 | 15 | 11 |
| | TOTAL | 88 |

Technical Review Form

Applicant Name Washoe County School District **PR/Award No** U351C080017

Reviewer Name

Overall Comments - Overall Comments

1. Overall Comments - Summary Statement

The proposed program fills a significant gap in arts education in the Washoe County School District. According to the application, there is no budget and

there are no art teachers in the elementary schools in the Washoe District. In addition, there is a noteworthy lack of funding in the arts at the secondary level. This program provides opportunities in the arts while also addressing the academic needs of this community.

Question Status:Not Completed

Reviewer Score: 0

Evaluation Criteria - Significance (20 Points)

Significance (20 Points)

2. a) **The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.**
- b) **The potential replicability of the proposed project or strategies, including, as appropriate, the potential for implementation in a variety of settings.**

Weaknesses

Many of the proposed goals, objectives and outcomes are difficult to measure. Sample instruments, rubrics and protocols would help readers in understanding the potential data that would be gathered in this project.

Strengths

Considering the vast poverty in this area and that this particular school district does not receive Title I funding, this program is important. The ArtBoxes, Mindful Music Program, and Training model are a way to provide professional development for teachers that otherwise would not be in place. In addition, this professional development (considering the numbers of FRL and LEP student) could have a significant impact on the overall academic achievement of a broad population of students.

Question Status:Not Completed

Reviewer Score: 18

Evaluation Criteria - Quality of the Project Design (20 points)

Quality of the Project Design (20 points)

- a) **The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**
- b) **The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**
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.**

Weaknesses

The sample lesson plan given for the Mindful Music Program from (LEP) contained music from a Western European song that was several centuries old. Research shows that students who are tied to non-western cultures will be more familiar and respond to music that is closely related to their experiences. It is strongly encouraged to add such music to this project. This will aid in the transferability of the project to other areas of similar demographics.

Strengths

The proposed objectives and program design are clear and understandable. I am comfortable that there will be significant improvements in teaching, curriculum, and student achievement. The materials, processes, and techniques that will be developed as part of this program need to be rigorously documented for use in other school districts.

Question Status:Not Completed

Reviewer Score: 16

Evaluation Criteria - Quality of Project Services (20 points)

Quality of Project Services (20 points)

4. a) **The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**
- b) **The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.**
- c) **The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.**

Weaknesses

A clearer connection to the standards both in the arts and the core academic subjects would have made this application stronger. This would have made proposed improvements clear to the reader.

Strengths

This program will serve and give equal access to students who are traditionally underserved and underrepresented. This after school program in this grant is an excellent component and will encourage guided practice among the students who will participate. I am confident that the participants (i.e. teachers and students) will improve their overall academic skills as a result of their participation.

Question Status: Not Completed

Reviewer Score: 18

Evaluation Criteria - Quality of Project Personnel (10 points)

5.

Quality of Project Personnel (10 points)

a) 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.

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

c) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Weaknesses

No weaknesses found

Strengths

The personnel who will be implementing this project are highly capable and qualified. This district encourages applicants of underrepresented groups.

Question Status:Not Completed

Reviewer Score: 10

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

Quality of the Management Plan (15 points)

- 6. The Secretary considers the quality of the management plan for the proposed project by considering 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.**

Weaknesses

No Weaknesses found

Strengths

The objectives of the plan and the timeline of the project are clearly defined and manageable. The duties of the project manager as well as the evaluators are well within the reach of the timeline provided. The safeguards that are proposed for ensuring continuous feedback and improvement are clear and are appropriate.

Question Status:Not Completed

Reviewer Score: 15

Evaluation Criteria - Quality of the Project Evaluation (15 Points)

Quality of the Project Evaluation (15 Points)

7. **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.**
- b) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.**

Weaknesses

Sample rubrics, protocols, and items would strengthen this application. This would assist the reader in understanding the validity and reliability of the measurement plan. There were some validity and reliability questions that could have been clarified with evaluation examples. In addition, the use of established instruments and standardized tests (where appropriate) would have made potential student achievement more clear.

Strengths

This project will have an evaluation that will monitor the measurement process. The will help insure quality of the evaluation and the instruments involved in the collecting of data. I am confident in the qualifications of Dr. Ferrara and Dr. Rosenberg and their proposed plan to assist in quality control

and progress toward program objectives. Both quantitative and qualitative instruments will be used during this process.

Question Status:Not Completed

Reviewer Score: 11

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