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

Technical Review Coversheet

Applicant: New York City Department of Education -- Arts and Special Projects Arts Educ. Account. & Support (U351C110038)

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

	Points Possible	Points Scored
Questions		
Summary Comments		
Summary Comments		
1. Summary Comments	0	0
Sub Total	0	0
Selection Criteria		
Significance		
1. Significance	10	10
Quality of the Project Design		
1. Project Design	10	8
Quality of Project Services		
1. Project Services	20	19
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	28
Sub Total	100	93
Priority Questions		
Competitive Preference Priorities		
Enabling More Data-Based Decision-Making		
1. Decision-Making	10	10
Strong or Moderate Evidence of Effectiveness		
1. Evidence of Effectiveness	10	8
Sub Total	20	18
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	0
Sub Total	0	0
Total	120	111

Technical Review Form

Panel #9 - Panel - 9: 84.351C

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

Applicant: New York City Department of Education -- Arts and Special Projects Arts Educ. Account. & Support (U351C110038)

Questions

Summary Comments - Summary Comments

1. **Please enter any summary comments here.**

   Strengths:

   Strong application measures student achievement on arts benchmarks. Significant professional development for arts educators.

   Weaknesses:

   This project apprears to be most focused on assessment. While this is a vital piece of curriculum and instruction, professional development on arts education would have made stronger.

Reader's Score: 0

Selection Criteria - Significance

1. **(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 extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

   Strengths:

   Professional development that helps the educators learn to modify and improve instruction based on assessment will improve the services of the target population (pp. 0-1). The applicant has clearly identified the need (p. 2). This project will improve the capacity of the arts educators who participate.Project has the potential to reach a large number of high-needs students (p. 1).

   Applicant lists multiple ways that findings will be shared.

   Weaknesses:

   This item would have been stronger if the applicant had identified some of the conferences at which they intended to present (p. 2).

Reader's Score: 10

Selection Criteria - Quality of the Project Design

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

   Strengths:

   Project clearly outlines goals, objectives and outcomes. Most of the outcomes are measurable and contain descriptions for multiple years of the project.

   Weaknesses:

   Evidence not provided to how the results would extend beyond the funding.

Reader's Score: 8

Selection Criteria - Quality of Project Services

1. **(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.

   Strengths:

   Application included an Equitable Access Statement before the narrative. The description of the training described the quality, the intensity and the duration (p. 15). It is reasonable to presume that it will lead to improvements in practice. The bullets provided on pages 15-17 enhance the description of the services and skills that the educators will experience. It is very likely that this project will lead to improvements in student achievement. This is further supported by the application on pages 17-18. There is a clear understanding of the role assessment plays in instruction.

   Weaknesses:

   It seemed that much of the professional development was centered on assessment training. The item would be stronger with some description of the arts development being offered.

Reader's Score: 19

Selection Criteria - Quality of Project Personnel

1. **(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.

   Strengths:

   Statement describes efforts to recruit candidates from underrepresented groups (p. 18).

The key personnel hold advance degrees and have been a lot of experience in arts education and as educational leaders. They also were present at the development of the local arts standards. Others who are involved with the project have the requisite skills and experience necessary for the tasks required. The qualifications for the peer coaches are adequately described (pp. 19-20).

The consultant has very strong qualifications (p. 20).

Weaknesses:

The role of the consultant was not clear in this section.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

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

   Strengths:

   Objectives were well described on pages 20 21. Expenditures are monitored weekly. The application made clear who was responsible for various activities. The management plan includes a process for developing leadership through the inclusion of peer coaches. In addition to describing the timeline, a chart is included to identify activities, milestones, and persons responsible for each task. With this much detail, it is reasonable that this project will stay within budget. A clear explanation of the roles is described on page 22.

   Three-year timeline on pages 97-110 was very detailed.

   Weaknesses:

   No weakness.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

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.**

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

   Strengths:

   There is a definite need for research at the middle and high school grade levels. That this application is addressing that need is important. Description of treatment and control groups is adequate. Evaluation should provide moderate evidence. Some hypotheses are provided. Descriptions of the data that will be contained in the reports are provided.

   Weaknesses:

   This item would be stronger if it included the statistical analysis to be employed. Some evidence was provided on page 28.

Reader's Score: 28

Priority Questions

Competitive Preference Priorities - Enabling More Data-Based Decision-Making

1. **Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in the following priority area: Improving instructional practices, policies, and student outcomes in elementary or secondary schools.**

   Strengths:

   The research that is used to support this section is compelling. The review appreciated having the reference list. This project will likely improve instructional practices by assisting educators in refining their assessment skills and modifying instruction as result.

   Weaknesses:

   Does not address equitable access to arts education and the effects that this may have on the data collection.

Reader's Score: 10

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

1. **Supporting Programs, Practices, or Strategies for which there is Strong or Moderate Evidence of Effectiveness.**

   Projects that are supported by strong or moderate evidence (as defined in this notice). A project that is supported by strong evidence (as defined in this notice) will receive more points than a project that is supported by moderate evidence (as defined in this notice).

   Strengths:

   The applicant provides a literature review on professional learning communities and the effectiveness on formative assessment to support this project. However, it was not clear that the evidence was strong as defined by the public notice.

   Weaknesses:

   No weakness.

Reader's Score: 8

Invitational Priority - Improving Achievement and H.S. Graduation Rates

1. **Improving Achievement and High School Graduation Rates.**

   Projects that are designed to address one or more of the following priority areas:

   (a) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students in rural local educational agencies.

   (b) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for high-need students.

Yes

Reader's Score: 0

Status: Submitted
Last Updated: 08/19/2011 02:42 PM

Technical Review Coversheet

Applicant: New York City Department of Education -- Arts and Special Projects Arts Educ. Account. & Support (U351C110038)

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

		Points Possible	**Points Scored**
Questions			
Summary Comments			
Summary Comments			
1. Summary Comments		0	0
	Sub Total	0	0
Selection Criteria			
Significance			
1. Significance		10	10
Quality of the Project Design			
1. Project Design		10	8
Quality of Project Services			
1. Project Services		20	20
Quality of Project Personnel			
1. Project Personnel		10	9
Quality of the Management Plan			
1. Management Plan		20	20
Quality of the Project Evaluation			
1. Project Evaluation		30	30
	Sub Total	100	97
Priority Questions			
Competitive Preference Priorities			
Enabling More Data-Based Decision-Making			
1. Decision-Making		10	10
Strong or Moderate Evidence of Effectiveness			
1. Evidence of Effectiveness		10	9
	Sub Total	20	19
Invitational Priority			
Improving Achievement and H.S. Graduation Rates			
1. Graduation Rates		0	0
	Sub Total	0	0
	Total	120	116

Technical Review Form

Panel #9 - Panel - 9: 84.351C

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

Applicant: New York City Department of Education -- Arts and Special Projects Arts Educ.
Account. & Support (U351C110038)

Questions

Summary Comments - Summary Comments

1. **Please enter any summary comments here.**

   Strengths:

   The applicant presents and demonstrates the capacity to strengthen standards-based arts education programs and will
   ensure that all students meet challenging State academic content standards as well as challenging State student
   achievement standards in the arts.

   Weaknesses:

   No Weaknesses Noted.

Reader's Score: 0

Selection Criteria - Significance

1. **(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 extent to which the results of the proposed project are to be disseminated in ways that will
   enable others to use the information or strategies.**

   Strengths:

   The applicant demonstrates the extent to which the proposed project is likely to build local capacity and provide, improve
   or expand services that address the needs of the target population. For example, the applicant will build capacity and
   expand upon the success of their current PDAE program. The program overall is designed to transform K-12 arts
   specialists' instruction through improved teacher practice in balanced assessment that is data-driven; standards-based;
   integrated in the learning process; accessible to students as feedback to teachers as a way to gauge their impact. (Pages
   e0-e2)

   The applicant describes the extent to which the results of the proposed project are to be disseminated in ways that will
   enable others to use the information or strategies. For example, at the conclusion of this three-year funding, the applicant
   will share evaluation findings on how well and to what extent the model used will work in large-scale urban school districts
   and among high-need students at professional arts conferences locally and perhaps nationally as well. (Page e2)

   Weaknesses:

   No Weaknesses Noted.

Reader's Score: 10

Selection Criteria - Quality of the Project Design

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

    Strengths:

    The applicant demonstrates the extent to which the proposed project is designed to build capacity. For example, the applicant will provide professional development that improves art specialists' knowledge and practices to enhance and impact student achievement. (Page e8)

    Weaknesses:

    The applicant fails to demonstrate how the program would be sustained beyond the period of Federal funding. (Page e10)

Reader's Score: 8

Selection Criteria - Quality of Project Services

1. **(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.

    Strengths:

    The applicant describes 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. For example, the proposed project will be accessible to all arts specialists in participating schools. Efforts will be made to increase the likelihood that art specialists who are members of underrepresented groups and communities. (Page e15)
    ¬

    The applicant demonstrates 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. For example, the applicant will engage art specialists in a progressive program of professional development each year; additionally in years 2 and 3, every member will have reviewed summative assessment data; developed their cohort presentation for yearend conferences as needed. (Page e15-e16)

    The applicant describes 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. For example, the project design is involved in the students' progress. Formative assessment gives each student a roadmap for producing quality work. (Page e18)

Weaknesses:

No Weaknesses Noted.

Reader's Score: 20

Selection Criteria - Quality of Project Personnel

1. **(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.

   Strengths:

   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. For example, the applicant is an equal opportunity employer and actively recruits candidates who are members of underrepresented communities via media and other methods including trade publications, online job-boards, and newspapers. (Pages e18)

   The applicant provides the qualifications, including relevant training and experience, of key project personnel. For example, the Director of Arts has more than 30 years experience as an arts educator, certified principal and administrator; additionally, have previously implemented several PDAE grants. (Page e19)

   The applicant provides qualifications, including relevant training and experience, of project consultants or subcontractors. For example, the applicant has contracted the services of Dr. Andrade who serves as Associate Professor of Educational Psychology and the Associate Dean for Academic Affairs at the School of Education, State University of New York at Albany. (Pages e20)

   Weaknesses:

   The applicant failed to provide resumes of key personnel and project consultants.

Reader's Score: 9

Selection Criteria - Quality of the Management Plan

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

   Strengths:

   The applicant demonstrates the adequacy of their management plan as it relates to the objectives of the proposed project on time and within budget, inclusive of clearly defined responsibilities, timelines and milestones. For example, the project will be managed by a four person team who will meet monthly to review progress towards goals and against the management plan and timelines; collectively, they will make adjustments as needed for the success of the program overall. (Page e20-e21)

Weaknesses:

No Weaknesses Noted.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

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.**

   (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 demonstrates 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. For example, the applicant has secured an independent evaluator who has extensive experience using experimental and other rigorous evaluation designs to evaluate arts education programs. The evaluation will include the use of objective performance measures, including the percentage of participants who received sustained and intensive professional development; the percentage of participants who demonstrate a statistically significant increase in arts content knowledge. (Page e23)

   The applicant describes the extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (Page e23-e25)

   Weaknesses:

   No Weaknesses Noted.

Reader's Score: 30

Priority Questions

Competitive Preference Priorities - Enabling More Data-Based Decision-Making

1. **Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in the following priority area: Improving instructional practices, policies, and student outcomes in elementary or secondary schools.**

   Strengths:

   The applicant proposes to increase student achievement via data from formative and summative performance assessments to monitor progress and modify instructional materials as needed.

   Weaknesses:

   No Weaknesses Noted.

Reader's Score: 10

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

1. **Supporting Programs, Practices, or Strategies for which there is Strong or Moderate Evidence of Effectiveness.**

   Projects that are supported by strong or moderate evidence (as defined in this notice). A project that is supported by strong evidence (as defined in this notice) will receive more points than a project that is supported by moderate evidence (as defined in this notice).

   Strengths:

   The applicant presents moderate evidence of support. The applicant's use of formative assessment strategies to review and discuss students progress is done to provide appropriate feedback and improve further learning and instruction.

   Weaknesses:

   No Weaknesses Noted.

Reader's Score: 9

Invitational Priority - Improving Achievement and H.S. Graduation Rates

1. **Improving Achievement and High School Graduation Rates.**

   Projects that are designed to address one or more of the following priority areas:

   (a) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students in rural local educational agencies.

   (b) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for high-need students.

   Yes

Reader's Score: 0

Status: Submitted
Last Updated: 08/29/2011 02:10 AM

Technical Review Coversheet

Applicant: New York City Department of Education -- Arts and Special Projects Arts Educ. Account. & Support (U351C110038)

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

		Points Possible	Points Scored
Questions			
Summary Comments			
Summary Comments			
1. Summary Comments		0	0
	Sub Total	0	0
Selection Criteria			
Significance			
1. Significance		10	9
Quality of the Project Design			
1. Project Design		10	8
Quality of Project Services			
1. Project Services		20	20
Quality of Project Personnel			
1. Project Personnel		10	9
Quality of the Management Plan			
1. Management Plan		20	20
Quality of the Project Evaluation			
1. Project Evaluation		30	30
	Sub Total	100	96
Priority Questions			
Competitive Preference Priorities			
Enabling More Data-Based Decision-Making			
1. Decision-Making		10	10
Strong or Moderate Evidence of Effectiveness			
1. Evidence of Effectiveness		10	10
	Sub Total	20	20
Invitational Priority			
Improving Achievement and H.S. Graduation Rates			
1. Graduation Rates		0	0
	Sub Total	0	0
	Total	120	116

Technical Review Form

Panel #9 - Panel - 9: 84.351C

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

Applicant: New York City Department of Education -- Arts and Special Projects Arts Educ. Account. & Support (U351C110038)

Questions

Summary Comments - Summary Comments

1. **Please enter any summary comments here.**

    Strengths:

    This project presents an opportunity for Arts Educators to participate in professional development and through which improve student academic performance.

    Weaknesses:

    Key to an effective project is a well-designed plan, aligned goals, and measurable objectives. While the project plan is clearly stated, the clarity of design and services is lacking and the alignment of goals and objectives to the project lacks alignment.

Reader's Score: 0

Selection Criteria - Significance

1. **(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 extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

    Strengths:

    The project provides the opportunity to expand and enhance the current PDAE model which has revealed data that participating arts specialists develop and embed assessment tools in their practice (pg1). The existing project student population aligns with the target student population (pg 2).

    Weaknesses:

    Excellent alignment with urban districts yet lacks the dissemination to rural and other districts.

Reader's Score: 9

Selection Criteria - Quality of the Project Design

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

Strengths:

The proposal presents a comprehensive articulation of goals and objectives (P 9-11) together with a set of associated outcomes that are responsive to the needs established previously.

Through Professional Learning Communities continuous learning and support is represented (P 12)

Weaknesses:

While the action plan provides assessment strategies (p 14), it is unclear whether the Mid Winter Institute will continue.

Reader's Score: 8

Selection Criteria - Quality of Project Services

1. **(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.

   Strengths:

   The strategies to ensure equal access and treatment for all eligible participants is clearly defined (p 16)

   The activities of the peer coaches are significant and presented as the foundation of the project.

   While simply participating in professional development does not necessarily increase student achievement, the proposal links student involvement within the professional development model (p 19).

   Weaknesses:

   No weaknesses identified

Reader's Score: 20

Selection Criteria - Quality of Project Personnel

1. **(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.

Strengths:

The project personnel possess the appropriate training and experience to warrant the success of the project.

Weaknesses:

It is not clear the specific role of the consultants within the project.

Reader's Score: 9

Selection Criteria - Quality of the Management Plan

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

    Strengths:

    The application provides clearly defined tasks, timelines, and milestones.

    The management plan is comprehensive and the staff seem very well-qualified to manage the project.

    Weaknesses:

    No Weaknesses identified

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

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.**

    (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 performance measures are clearly related and aligned to the intended outcomes, the percentage of participants receiving professional development, and those demonstrating an increase in arts content knowledge (p 25)

    The evaluation takes the methods a step further and addresses the approach to the methods of evaluation (p 26)

    Weaknesses:

    No Weaknesses noted.

Reader's Score: 30

Priority Questions

Competitive Preference Priorities - Enabling More Data-Based Decision-Making

1. **Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in the following priority area: Improving instructional practices, policies, and student outcomes in elementary or secondary schools.**

   Strengths:

   The application addresses Professional Learning Communities to engage in inquiry-based action research to develop assessment data to impact student outcomes (pg 4)

   Weaknesses:

   No Weaknesses noted

Reader's Score: 10

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

1. **Supporting Programs, Practices, or Strategies for which there is Strong or Moderate Evidence of Effectiveness.**

   Projects that are supported by strong or moderate evidence (as defined in this notice). A project that is supported by strong evidence (as defined in this notice) will receive more points than a project that is supported by moderate evidence (as defined in this notice).

   Strengths:

   The Competitive Preference response has been submitted in a separate document as a result of problems with the G5 website.

   Weaknesses:

   The Competitive Preference response has been submitted in a separate document as a result of problems with the G5 website.

Reader's Score: 10

Invitational Priority - Improving Achievement and H.S. Graduation Rates

1. **Improving Achievement and High School Graduation Rates.**

   Projects that are designed to address one or more of the following priority areas:

   (a) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students in rural local educational agencies.

   (b) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for high-need students.

Yes

Reader's Score: 0

Status: Submitted
Last Updated: 08/19/2011 12:50 PM