Technical Review Cover Sheet

Panel Details

Fiscal Year 2011 **CFDA/Subprogram** 84.351C **Schedule No** 2 **Tier No.** 1
Panel Name Panel - 9

Applicant Name Community School District 25 **PR/Award No** U351C110030

Questions

	Points Possible	Points Scored
1. Summary Comments		
Summary Comments	0	0
2. Selection Criteria		
Significance	10	9
Project Design	10	5
Project Services	20	12
Project Personnel	10	9
Management Plan	20	15
Project Evaluation	30	30
TOTAL	**100**	**80**

Priority Questions

	Points Possible	Points Scored
1. Competitive Preference Priorities		
Decision-Making	10	10
Evidence of Effectiveness	10	9
2. Invitational Priority		
Graduation Rates	0	0
TOTAL	**20**	**19**
GRAND TOTAL	**120**	**99**

Technical Review Form

Summary Comments - Summary Comments

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

Strengths

The reviewer hopes that the applicant would consider reporting on attendance data from experimental and control schools. The use of a MANOVA as part of this study may yeild strong results.

Weaknesses

The application did not include a reference list for material cited in the document. A better description about how the project would yield results after funding would have been helpful.

Question Status:Completed
Reviewer Score: 0

Selection Criteria - Significance

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 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

Some strength can be noted in the bullet point that most arts instruction in the target schools is provided by classroom teachers. The applicant lists a desire for professional development from staff surveys. The project will likely serve

the target population (p. 8).

Final bullet point on page 9 represents strong evidence of dissemination. A website that all could access would strengthen this element.

Weaknesses

There is some evidence project is likely to build capacity and provide service. As written this is not a strong element of the application.

Question Status:Completed
Reviewer Score: 9

Selection Criteria - Quality of the Project Design

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

Strengths

As written the only strength was the 110 hours of professional development described on page 10.

Weaknesses

The applicant described the proposed project, not how it would build capacity or yield results that would extend beyond the funding.

Question Status:Completed
Reviewer Score: 5

Selection Criteria - Quality of Project Services

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.

Strengths

Strong evidence provided that target populations will be served (pp. 11-12). Quality of the program was described on pages 12-13. The description of the intensity and duration were very clear (p. 13).

Weaknesses

Games   is an informal term. Would prefer to see the activities instead of games   (p. 13). It implies that the action or behaviors do not matter. The description provided for item (c) provides a great description for how the effects will be measured, but do not provide evidence that achievement will occur.

Question Status:Completed
Reviewer Score: 12

Selection Criteria - Quality of Project Personnel

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.

Strengths

The applicant is an affirmative action employer and will likely employ underrepresented persons through recruitment and outreach (p. 16). The applicant has an Office of Equal Employment Opportunity to ensure compliance (p. 17).

Project director suitably qualified (p. 17).

The sub-contractor listed has an extensive amount of experience in this field, providing services since 1977. This experience is also supported by the request made by USDOE to provide presentations (p.18). Numerous examples listed on page 19.

Weaknesses

Program coordinator not identified, however the qualifications were clear (p. 17).

Question Status:Completed
Reviewer Score: 9

Selection Criteria - Quality of the Management Plan

6. **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

Applicant is following an identified model (p. 19). The chart on page 20 identifies milestones and objectives.

Weaknesses

The chart did not identify who was responsible for activities.

Question Status:Completed
Reviewer Score: 15

Selection Criteria - Quality of the Project Evaluation

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 methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Strengths

Data collection is included in the timeline (p. 20). The MANOVA cited on page 23, if properly conducted would yield strong evidence to the effect of this project. The analysis of longitudinal data is strength of this application (p. 24). A good description of the data analysis is provided.

The application contains substantial evidence that performance feedback and assessment will be provided. Numerous formative assessments are described. The evaluators will meet with the program director and other personnel to discuss findings on a regular basis.

Weaknesses

No weakness.

Question Status:Completed
Reviewer Score: 30

Priority Questions

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

Applicant will use scientific evaluation design (p. 3). Both arts and non-arts content will be measured (p. 3). The project evaluation described on pages 20 through 25 will support this element. The data and the analysis described will be valuable to the field.

Weaknesses

No weakness

Question Status:Completed
Reviewer Score: 10

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

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

2. **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 described strong evidence and research that supported this project

(p. 4). The charts provided good examples of quantitative data and that this work was based on strong evidence (p.5-7).

Weaknesses

The references for the research mentioned in this section were not cited.

Question Status:Completed
Reviewer Score: 9

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

Improving Achievement and High School Graduation Rates.

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

3. **(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

Question Status:Completed
Reviewer Score: 0

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Panel Details

 Fiscal Year 2011   **CFDA/Subprogram** 84.351C **Schedule No** 2 **Tier No.** 1
Panel Name Panel - 9

Applicant Name Community School District 25 **PR/Award No** U351C110030

Questions

	Points Possible	Points Scored
1. Summary Comments		
Summary Comments	0	0
2. Selection Criteria		
Significance	10	10
Project Design	10	4
Project Services	20	14
Project Personnel	10	7
Management Plan	20	16
Project Evaluation	30	30
TOTAL	**100**	**81**

Priority Questions

	Points Possible	Points Scored
1. Competitive Preference Priorities		
Decision-Making	10	10
Evidence of Effectiveness	10	9
2. Invitational Priority		
Graduation Rates	0	0
TOTAL	**20**	**19**
GRAND TOTAL	**120**	**100**

Applicant Name Community School District 25 **PR/Award No** U351C110030

Reviewer Name

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.

Question Status:Completed

Reviewer Score: 0

Selection Criteria - Significance

(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.

2.

(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 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, program manuals will be available, including 20 instructional support videos and more than 250 already developed lesson plans are also in place. (Page 9)

Weaknesses

The applicant fails to demonstrate 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 identifies the needs within the target population, but does not demonstrate the manner in which they would build capacity or expand the services as identified. (Page 8)

Question Status:Completed
Reviewer Score: 10

Selection Criteria - Quality of the Project Design

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

Strengths

No Strengths Noted.

Weaknesses

The applicant fails to demonstrate 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. The applicant fails to paint a picture of how the program will extend beyond Federal funding. (Pages 10-11)

Question Status:Completed
Reviewer Score: 4

Selection Criteria - Quality of Project Services

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.

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 applicant will ensure that students who have been underrepresented will be provided service by this project. The participating school locations are all handicapped accessible. (Page 12)

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, training will include 40 one-hour long sessions of in-class modeling of all program components and strategies; 7 five-hour session covering all strategies that link music, visual arts, dance and drama to the basic literacy skills. (Pages 12-16)

Weaknesses

The applicant fails to demonstrate 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. (Page 16)

Question Status:Completed
Reviewer Score: 14

Selection Criteria - Quality of Project Personnel

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.

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 actively recruits minority personnel and other underrepresented individuals through outreach to local community-based organizations, newspapers and word of mouth. (Pages 16-17)

The applicant provides the qualifications, including relevant training and experience, of key project personnel. For example, the Project Director has been overseeing programs of this sort for 35 years; has presented at more than 10 national conferences and has a Master's in Education from Teachers College at Columbia University. (Page 15)

Weaknesses

The applicant fails to provide qualifications, including relevant training and experience, of project consultants or subcontractors. For example, the applicant will sub-contract professional development services with LeAp, but does not

furnish names, qualifications or relevant training of the particular individuals that would be furnished to the project from the sub-contractor. (Pages 18-19)

Question Status:Completed
Reviewer Score: 7

Selection Criteria - Quality of the Management Plan

6. **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 timelines and milestones. For example, the applicant proposes to follow the Value Discipline's Organizational Model for their management plan; this plan focuses on professional development; technology system supports; efficiency and improvements. (Pages 19-20)

Weaknesses

The applicant fails to identify who is responsible for the implementation of the management plan.

Question Status:Completed
Reviewer Score: 16

Selection Criteria - Quality of the Project Evaluation

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 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 will collect demographic and academic performance data; pre and post program scores on K-2 Degrees of Reading Power, Early Childhood Language Assessments will be used to measure achievement in language arts. For each annual and longitudinal cohort an analysis of covariance will also be utilized to test the instructional group variances. (Pages 20-24)

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. For example, the applicant will perform on-going evaluations to ensure that steady progress is maintained towards the achievement of project objectives; the impact of the program within the target population and that funds are used in the most cost-effective manner. (Page 25)

Weaknesses

No Weaknesses Noted.

Question Status:Completed
Reviewer 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 is focused on supporting teachers as they work to help the students meet the Common Core State Standards for College and Career Readiness (CCSS) through full integration.

Weaknesses

No Weaknesses Noted.

Question Status:Completed
Reviewer Score: 10

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

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

2. **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 has moderate evidence of effectiveness. For example, the professional development in arts-integrated methodolgy demonstrates an improvement in English language achievement; previously, 30,000 randomly assigned high need grades K-2 over 10 years.

Weaknesses

Research was cited, but no demonstration as to how it would be performed.

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

Improving Achievement and High School Graduation Rates.

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

3. **(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

Question Status:Completed
Reviewer Score: 0

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Panel Details
 Fiscal Year 2011   **CFDA/Subprogram** 84.351C **Schedule No** 2 **Tier No.** 1
 Panel Name Panel - 9

 Applicant Name Community School District 25 **PR/Award No** U351C110030

Questions

	Points Possible	Points Scored
1. Summary Comments		
Summary Comments	0	0
2. Selection Criteria		
Significance	10	9
Project Design	10	8
Project Services	20	20
Project Personnel	10	9
Management Plan	20	20
Project Evaluation	30	30
TOTAL	**100**	**96**

Priority Questions

	Points Possible	Points Scored
1. Competitive Preference Priorities		
Decision-Making	10	10
Evidence of Effectiveness	10	10
2. Invitational Priority		
Graduation Rates	0	0
TOTAL	**20**	**20**
GRAND TOTAL	**120**	**116**

Technical Review Form

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.

Question Status:Completed
Reviewer Score: 0

Selection Criteria - Significance

(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.

2.

(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.

Question Status:Completed
Reviewer Score: 9

Selection Criteria - Quality of the Project Design

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

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.

Question Status:Completed
Reviewer Score: 8

Selection Criteria - Quality of Project Services

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.**

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 academic achievement, the proposal links student involvement within the professional development.

Weaknesses

No Weaknesses noted.

Question Status:Completed
Reviewer Score: 20

Selection Criteria - Quality of Project Personnel

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.

Strengths

The applicant clearly encourages applications from traditionally underrepresented groups through various media (p 19).

The staff is exceptionally well-qualified due to their educational qualifications and experience within the target populations.

The consultant, Dr, Andrade, brings sound foundations of teaching and research to the project.

Weaknesses

The consultant, Dr, Andrade, brings sound foundations of teaching and research to the project however it is unclear the role she plays within the project.

Question Status:Completed
Reviewer Score: 9

Selection Criteria - Quality of the Management Plan

6. 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 noted.

Question Status:Completed
Reviewer Score: 20

Selection Criteria - Quality of the Project Evaluation

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 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.

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.

Question Status:Completed

Reviewer Score: 10

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

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

2. **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

NYCDOE provide detailed examples of evidence of the effectiveness of the current model and especially the evidence of the Professional Learning Communities and increased student achievement (p 6)

The study is designed to strengthen the evidence through research-based inquiry.

Weaknesses

No weaknesses noted.

Question Status:Completed
Reviewer Score: 10

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

Improving Achievement and High School Graduation Rates.

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

3. **(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

Question Status:Completed
Reviewer Score: 0

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