Technical Review Cover Sheet

Panel Details

Fiscal Year 2010 **CFDA/Subprogram** 84.351D **Schedule No** 1 **Tier No.** 1

Panel Name Panel - 14

Applicant Name Eastern Suffolk Board of Cooperative Educational Services (ESBOCES) -- , **PR/Award No** U351D100124

Questions

	Points Possible	Points Scored
1. Selection Criteria		
Need for Project	15	13
Significance	10	8
Project Design	25	23
Project Personnel	10	7
Management Plan	20	17
Project Evaluation	20	12
TOTAL	**100**	**80**

Technical Review Form

Applicant Name Eastern Suffolk Board of Cooperative Educational Services (ESBOCES) -- , **PR/Award No** U351D100124

Reviewer Name

Selection Criteria - Need for Project

1. **Your comments and scores should address the following criteria:**
(a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.
(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 provides information (pp. 7-9) on student academic performance and on the use of the arts in the area. The applicant explains that the arts are not seen in the broader sense and valued for their impact on the lives and test scores of the students in the schools (p. 9).

Weaknesses: The applicant raises (p. 7) the issue of the large number of speakers of Spanish who are coming into the area but does not explain special services. Although the need to deal with Spanish-language dominant student needs is also mentioned in the GEPA Statement, there are no examples given there or in the proposal for providing any.

Question Status: Completed

Reviewer Score: 13

Selection Criteria - Significance

2. **Your comments and scores should address the following criteria:**
(1) The likely utility of the products (such as information, materials, processes, or techniques) that will

result from the proposed project, including the potential for their being used effectively in a variety of other settings.

Strengths: The applicant has a modern and useful approach to sharing the information and materials from the project. For example, the blog and the other online resources are newer ways to encourage participation and reflection during and after the grant project period.

Weaknesses: The applicant does not speak about replicability or how to adjust this project to make it fit in other LEAs with similar students. One area of use for this project could be the adaptability to other LEAs with large numbers of Spanish speakers. The applicant does not explain this area sufficiently.

Question Status: Completed

Reviewer Score: 8

Selection Criteria - Quality of Project Design

Your comments and scores should address the following criteria:

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

3. **(2) 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.**

(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 applicant uses a strong research basis for the project (e.g., pp. 21-22) and shows how the applicant will attempt to impact the academic achievement of students. The applicant speaks to the research on making (p. 25) the arts part of the school program. Capacity building comes from the professional development and this is a major component of this project (pp. 23-24). The project represents large-scale reform in education.

Weaknesses: There could be more discussion of the curriculum and perhaps of a newer and interdisciplinary curriculum to result from this grant project intervention.

Question Status: Completed

Reviewer Score: 23

Selection Criteria - Quality of Project Personnel

4. **Your comments and scores should address the following criterion:(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.**
(2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.

Strengths: The persons leading and staffing the project are highly-qualified professionals. For example, the project director holds advanced degrees, has extensive experience, and has administrative certification. Other key personnel have experience in arts education, evaluation or other related areas.

Weaknesses: The applicant does not explain how the project will seek employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Question Status: Completed

Reviewer Score: 7

Selection Criteria - Quality of the Management Plan

5.

Your comments and scores should address the following criteria:
(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.
(2) 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.
(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths: The applicant has a very detailed grid showing (pp. 38-41) the responsibilities, timelines, and milestones for accomplishing project tasks. The applicant will make use of a full-time project director with experience in these grant programs. The applicant will also employ a half-time coordinator who is an experienced member of the school community. The time commitments of these and other project staff members are suitable. The applicant includes quarterly and yearly meetings on the results of the materials (pp. 29-30) for sharing of the project. This sharing process can help provide feedback to show changes needed in the attempt to revise and improve the project as it unfolds.

Weaknesses: The applicant does not provide sufficient information about the means for ensuring feedback and continuous improvement in the project. One possible way would be focus groups during the grant project to look at any concerns that might arise. Another possible way would be one-on-one interviews with students or teachers during the project to see if there are any changes needed, to ascertain the impression the trainings and events are having, and to get a general sense of how the treatment is impacting the school day in ways perhaps unforeseen at the start of the project. Both focus groups and interviews would be part of the qualitative research methods the applicant could embrace and expand.

Question Status: Completed

Reviewer Score: 17

Selection Criteria - Quality of the Project Evaluation

6. **Your comments and scores should address the following criteria:**
(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Strengths: The overall evaluation plan (pp. 42-49) provides a good framework for planning an assessment of the project. For example, the evaluation topics relate to the goals and objectives of the project (pp. 43-44).

Weaknesses: The applicant has not provided sufficient details in the evaluation description. For example, aside from setting targets for teachers, the applicant does not establish targets for growth or improvement for other goals or objectives in the form of percentages or numbers. The applicant does not provide information on what

the qualitative research side (pp. 42) will look like, and does not provide details on instruments on the quantitative side.

Question Status: Completed

Reviewer Score: 12

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Panel Details

Fiscal Year 2010 **CFDA/Subprogram** 84.351D **Schedule No** 1 **Tier No.** 1

Panel Name Panel - 14

Applicant Name Eastern Suffolk Board of Cooperative Educational Services (ESBOCES) -- , **PR/Award No** U351D100124

Questions

	Points Possible	Points Scored
1. Selection Criteria		
Need for Project	15	15
Significance	10	10
Project Design	25	18
Project Personnel	10	7
Management Plan	20	18
Project Evaluation	20	18
TOTAL	**100**	**86**

Technical Review Form

Applicant Name Eastern Suffolk Board of Cooperative Educational Services (ESBOCES) -- , **PR/Award No** U351D100124

Reviewer Name

Selection Criteria - Need for Project

1. **Your comments and scores should address the following criteria:**
(a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.
(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:

A. The applicant provides excellent information on the communities that will be served through this project. In addition, the applicant provides detailed information on the poverty levels of the students which averages 35% (pg. 6). The applicant also provides evidence that only two of the proposed schools are not Title I schools (pg. 6). The applicant provides considerable student assessment data to support the need for this project such as English and Math scores for the grades to be served that are nearly all below the 90% in all areas and grades (pg. 8). The applicant also provides excellent data to further justify a need including the fact that 40% of 3rd and 4th graders exhibit evidence of challenge in English Language Arts skills and 40% of these same students exhibit evidence of challenge in applying English Language Arts skills across domains (pg. 9).

B. Specific gaps have been identified to help support the need for the project including the fact that no staff have attended the summer institute for aesthetic education or worked with a teaching artist as part of the local partnership program and professional development, coaching and consultant for arts integration has not been conducted in any of the proposed sites in the target communities (pg. 9). Additional substantial gaps includes a lack of school supports for arts integration, and a lack of coordination with the district curriculum map (pg. 10).

Weaknesses:

A. No weaknesses were identified.

B. No weaknesses were identified.

Question Status: Completed
Reviewer Score: 15

Selection Criteria - Significance

Your comments and scores should address the following criteria:

2. **(1) 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:

A. The applicant provides detailed information on how they will make the products available to other districts and organizations by providing a strong overview of the cooperative role they play in the state and how they will make information to the other 50 districts within their service area (pg. 11-12). The applicant also provides specific program outcomes that indicates that they will develop a web-based toolkit that will be comprised of model lessons, assessment tools and protocols, images, and video clips that will be publicly accessible for download along via organization's website (pg. 15). The applicant also provides evidence of submitting proposals to present in a minimum of three local, regional, and national education conferences (pg. 15).

Weaknesses:

A. No weaknesses were identified.

Question Status: Completed
Reviewer Score: 10

Selection Criteria - Quality of Project Design

3. **Your comments and scores should address the following criteria:**
(1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
(2) 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.
(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:

A. The applicant does an excellent job in providing research to support each program goal. For example, the applicant's plan to include classroom instruction that integrates aesthetic education into the classroom core curriculum is supported by research that has demonstrated that multidisciplinary instruction that integrates the arts has a positive inapt on academic achievement in core content areas such as reading and math (pg. 21).

B. The applicant provides detailed goals and measurable objectives for their program that are clearly defined and meet the

overall mission of this grant. The applicant provides detailed information on how this project will support rigorous academic standards by focusing upon effecting positive change into the core curriculum through collaboration of classroom teachers, Teaching Artists, and other school building arts specialists, and in the school building School Improvement Plan (pg. 26). The applicant provides extensive details on how their model program will implement specific detailed program elements such as an explanation of orientation meetings, five day institutes, and units of study (pg. 26-29). The applicant provides a daily schedule of events for their five day institute to provide a clear understanding of the professional development that will be offered (pg. 27).

C. The applicant provides evidence of building capacity for the program including intensive professional development and the creation of teacher collaborative teams (pg. 31). The applicant also provides evidence that all new teachers to the school in those grades are also trained to insure that by the end of year four all teachers in the target grades have received professional development (pg. 31).

Weaknesses:

A. No weaknesses were identified.

B. The applicant provides evidence on Page 7 that they have a large Spanish speaking student population yet there is no plan to connect their proposed project to this particular subgroup of students.

C. The applicant does not provide any information on how they will maintain their program after the grant funds have been exhausted. There is no mention of additional funding sources that have been identified to help support this project.

Question Status: Completed

Reviewer Score: 18

Selection Criteria - Quality of Project Personnel

4. **Your comments and scores should address the following criterion:(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.**
(2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.

Strengths:

A. No strengths were identified.

B. The applicant provides adequate details of the staff to be hired for this program including key staff qualifications and specific, identified roles and responsibilities (pg. 16-18). The applicant includes resumes for all key staff in the Appendix that further verifies staff qualifications. The applicant also provides extensive details on the experience and qualification of the external evaluators that have experience in completing evaluations for similar programs (pg. 19-20).

Weaknesses:

A. The applicant does not provide a hiring statement or provide evidence of hiring individuals from underrepresented groups.

B. No weaknesses were identified.

Question Status: Completed

Reviewer Score: 7

Selection Criteria - Quality of the Management Plan

5. **Your comments and scores should address the following criteria:**
(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.
(2) 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.
(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

A. The applicant provides an extensive timeline both in narrative and table format that clearly demonstrates when activities will be completed, who will complete them and this timeline spans the entire four years. The applicant takes all six goals of the project and explains in narrative form how each goal will be managed including activities (pg. 33-38).

B. The applicant provides time commitments for three of the key staff that is appropriate to complete the proposed activities. Qualifications are provided and roles and responsibilities are described in detail.

C. The applicant provides evidence of forming a steering committee with representation from the project director, project coordinator, education director, curriculum coordinator, evaluators, teaching artists and representatives from the school districts (pg. 36). The applicant provides adequate evidence of a strong communication plan that will be ongoing and will include face to face meetings, emails, and document transfers and telephone contacts. The applicant also provides evidence of hosting monthly meetings with the steering committee and a twice annual review of activities and

modification changes (pg. 37).

Weaknesses:

A. No weaknesses were identified.

B. The applicant does not provide the time commitment for the Educational Director.

C. No weaknesses were identified.

Question Status: Completed
Reviewer Score: 18

Selection Criteria - Quality of the Project Evaluation

6. **Your comments and scores should address the following criteria:**
(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Strengths:

A. The applicant provides a detailed evaluation plan that is directly linked to their measurable project outcomes and directly address the GPRA performance measures. The applicant includes evidence of gathering both qualitative (pre/post

teacher and artists surveys) and quantitative (agendas, attendance sheets, and training materials) that will be collected and reviewed on both a formative and summative basis. The applicant also provides evidence of collecting student assessment data to ensure a successful evaluation program (pg. 46). The applicant provides a detailed example of how they will expresses results in continuous scale scores and performance levels (pg. 46). The applicant's use of a locally developed rubric to evaluate writing samples is a unique evaluative tool for this project (pg. 47). The applicant includes a detailed timeline for evaluation activities that are tied directly to each goal (pg. 48).

B. The applicant provides strong evidence of making formative adjustments to the project based on periodic assessments that includes regular meetings, results shared with project staff and communicated through email and telephone, and regular steering committee meetings. The applicant also provide evidence of completing annual performance reports and local evaluation reports (pg. 49).

Weaknesses:

A. The applicant lacks details on their qualitative surveys. A sample of the survey questions is needed to fully evaluate their design.

B. No weaknesses were identified.

Question Status: Completed

Reviewer Score: 18

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Panel Details

Fiscal Year	2010	**CFDA/Subprogram**	84.351D	**Schedule No**	1	**Tier No.**	1
Panel Name	Panel - 14						

Applicant Name	Eastern Suffolk Board of Cooperative Educational Services (ESBOCES) -- ,	**PR/Award No**	U351D100124

Questions

	Points Possible	Points Scored
1. Selection Criteria		
Need for Project	15	15
Significance	10	10
Project Design	25	21
Project Personnel	10	5
Management Plan	20	18
Project Evaluation	20	15
TOTAL	**100**	**84**

Technical Review Form

Applicant Name	Eastern Suffolk Board of Cooperative Educational Services (ESBOCES) -- ,	**PR/Award No**	U351D100124
Reviewer Name			

Selection Criteria - Need for Project

1.

Your comments and scores should address the following criteria:
(a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.
(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 needs of the students at-risk for failure are clearly defined (P. 8).
Gaps in professional development, coaching, and consultation for the arts are clearly articulated (p. 9).
There is a clear identification of gaps within the infrastructure and opportunities for students (P. 10).
Weaknesses:
None noted.

Question Status: Completed

Reviewer Score: 15

Selection Criteria - Significance

2.

Your comments and scores should address the following criteria:
(1) 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:
It is clearly stated that artifacts will be developed as a result of the project.
Lesson plans will be developed in collaboration between teachers and teaching artists.
Weaknesses:
None noted.

Question Status: Completed

Reviewer Score: 10

Selection Criteria - Quality of Project Design

3.

Your comments and scores should address the following criteria:
(1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
(2) 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.
(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:

It is stated that the arts and arts-integration has a positive impact on student achievement in core subject areas (p. 21).
The program elements within the plan include a comprehensive, thorough effort to integrate the arts and arts integration systemically.
Weaknesses:
The replicability of the model is not clearly stated within the plan.

Question Status: Completed

Reviewer Score: 21

Selection Criteria - Quality of Project Personnel

4.

Your comments and scores should address the following criterion:(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.
(2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.

Strengths:
All key personnel possess relevant training and experience.
Resumes of key personnel are included.
Weaknesses:
It is not clearly stated how the project will ensure the applications for employment from persons of traditionally underrepresented groups.

Question Status: Completed

Reviewer Score: 5

Selection Criteria - Quality of the Management Plan

5.

Your comments and scores should address the following criteria:
(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.
(2) 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.
(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:
The roles and responsibilities of the key personnel are clearly stated.
The time commitments of the key personnel are adequate and appropriate for the implementation of the project.
Weaknesses:
It is unclear how the representatives from the LEA will be selected or identified (p. 36).

Question Status: Completed

Reviewer Score: 18

Selection Criteria - Quality of the Project Evaluation

6.

Your comments and scores should address the following criteria:
(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
(2) The extent to which the methods of evaluation will provide performance feedback and permit

periodic assessment of progress toward achieving intended outcomes.

Strengths:
The evaluation will include qualitative and quantitative methods of data collection (p. 42).
The project clearly stated project outcomes and specific goals.
Weaknesses:
There is a limited discussion of the methodology for providing feedback and allowing assessments.

Question Status: Completed

Reviewer Score: 15

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