

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

Status: Submitted

Last Updated: 06/26/2014 08:49 PM

## Technical Review Coversheet

Applicant: The ArtsConnection, Inc. (U351D140087)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	12
<b>Significance</b>		
1. Significance	10	10
<b>Quality of Project Design</b>		
1. Quality of Project Design	25	25
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Sub Total</b>	100	97
<b>Priority Questions</b>		
<b>Competitive Preference Priority 2</b>		
<b>Technology</b>		
1. CPP: Technology	5	5
<b>Sub Total</b>	5	5
<b>Total</b>	105	102

# Technical Review Form

Panel #6 - Development & Dissemination Grant Program - 6: 84.351D

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

Applicant: The ArtsConnection, Inc. (U351D140087)

## Questions

### Selection Criteria - Need for Project

1. Please provide a brief summary and your scores for Question 1 - Need for Project in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the need for the proposed project by considering the following factors:

#### Strengths:

In support of the need for the project the applicant states that 69.2% of the target population for the project receive free and/or reduced price lunch, 7% of the target population graduate from high school college and career ready and that in 2010-2011 NAEP, 79% of EL students scored below basic on an 8th grade reading exam. P. 3

Noted gaps that are negatively impacting the target population include limited financial resources for arts instruction, a lack of teacher collaboration, student scheduling and a lack of technology support for teachers specific to technology integration.

#### Weaknesses:

The applicant identifies the target schools that will participate in the project but does not provide specific data for the two schools such as demographic information and student achievement data.

Although the applicant has identified a number of gaps and weaknesses supporting information is not provided regarding the immediate impact of these factors. For example, how many students are negatively impacted relative to how student schedules are developed.

Reader's Score: 12

#### Sub Question

1. (a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

#### Strengths:

In support of the needs of the target population the applicant proposes to provide a project for middle school students that is designed to integrate theater and dance instruction into the curriculum of selected EL students with the specific intent of increasing their English language vocabulary. Students will also learn to use digital technologies to document their learning process.

#### Weaknesses:

The applicant identifies the target schools that will participate in the project but does not provide specific data for the two schools such as demographic information and student achievement data.

**Sub Question**

**Reader's Score:**

2. (b) **The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

**Strengths:**

Noted gaps that are negatively impacting the target population include limited financial resources for arts instruction, a lack of teacher collaboration, student scheduling and a lack of technology support for teachers specific to technology integration. Pages 5 and 7

**Weaknesses:**

Although the applicant has identified a number of gaps and weaknesses supporting information is not provided regarding the immediate impact of these factors. For example, how many students are negatively impacted relative to how student schedules are developed.

**Reader's Score:**

**Selection Criteria - Significance**

1. **The Secretary considers the significance of the proposed project by considering the following factor:**

**The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.**

**Strengths:**

As a prior grantee the applicant notes that the project will build on its existing body of work. Noted highlights of the project include elements that are easily replicated for other settings through the development of digital portfolios (videos) that can be accessible through a website and the Internet.

**Weaknesses:**

None noted

**Reader's Score: 10**

**Selection Criteria - Quality of Project Design**

**Please provide a brief summary and your scores for Question 3 - Quality of Project Design in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.**

**The Secretary considers the quality of the design of the proposed project by considering the following factors:**

**Strengths:**

The applicant provides a number of research citations and references in support of strategies and activities outlined for the project. The references cited are relevant and firmly support the applicant's intended purposes of the project.

The applicant does not reference a specific theory but provides supporting information on behalf of the project from

several relevant frameworks. Each framework as cited support major principles and practices.

The applicant has established specific strategies that will be implemented in support of addressing student achievement. The strategies as presented reflect best practices in addressing English Language Learners. Additionally, specific instructional objectives have been established that support improved academic achievement. P. 24

The applicant notes that the project is based on practitioner inquiry which supports engagement resulting in one's own view of opportunity and knowledge is readily transferable. Sustainability of the project will take place through various collaborations and related presentations. P. 31

**Weaknesses:**

None noted

**Reader's Score: 25**

**Sub Question**

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

**Strengths:**

The applicant provides a number of research citations and references in support of strategies and activities outlined for the project. The references cited are relevant and firmly support the applicant's intended purposes of the project. The inclusion of effective research practices strengthens the applicant's ability to design a project that is reflective of the needs of the cultural needs of participants. P. 15

**Weaknesses:**

None noted

**Reader's Score:**

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

**Strengths:**

The applicant does not reference a specific theory but provides supporting information on behalf of the project from several relevant frameworks. Each framework as cited support major principles and practices as noted by learning to work and think like artists, the academic achievement gap (academic language) and multiple literacy practices. P. 20 Collectively, these focus areas reflect practices in support of college and career readiness.

**Weaknesses:**

None noted

**Reader's Score:**

3. (c) **The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**

**Strengths:**

The applicant has established specific strategies that will be implemented in support of addressing student achievement. The strategies as presented reflect best practices in addressing English Language Learners. Additionally, specific instructional objectives have been established that support improved academic achievement. P. 24

**Sub Question**

**Weaknesses:**

None noted

**Reader's Score:**

4. (d) **The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.**

**Strengths:**

The applicant notes that the project is based on practitioner inquiry which supports engagement resulting in one's own view of opportunity and knowledge is readily transferable. Sustainability of the project will take place through various collaborations and related presentations. P. 31

**Weaknesses:**

None noted

**Reader's Score:**

**Selection Criteria - Quality of Project Personnel**

1. **The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

**In addition, the Secretary considers the following factor:**

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

**Strengths:**

All identified personnel who will lead and support the project have the required educational background and professional experiences needed for the day-to-day management and implementation of the project. The project director has been a project director for three prior AEMDD grants. She has also been a classroom teacher and has worked in the field of arts education for twenty-five years. The program associate has a M.A. Arts Administration degree and been a curriculum writer, art consultant and teacher. A complete resume for both positions are provided as attachments.

**Weaknesses:**

None noted

**Reader's Score: 10**

**Selection Criteria - Quality of the Management Plan**

**Please provide a brief summary and your scores for Question 5 - Management Plan in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.**

**The Secretary considers the quality of the management plan for the proposed project by considering the following factors:**

**Strengths:**

The time commitment of all staff is commensurate with the needs of the project and its operations. The project will devote 50% of her time to the project with the project associate devoting 100%. P. 39

The project team will meet monthly to review project goals and benchmarks and professional development activities. The project team will also meet with the contractor five times a year to ensure the quality of the arts learning. The program managers will facilitate planning and implementation ensuring that a built in feedback loop is defined. P. 40 As outlined the plan will meet the needs of the project relative to continuous improvements.

**Weaknesses:**

None noted

**Reader's Score: 20**

**Sub Question**

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

**Strengths:**

In support of the management of the project the applicant has outlined the duties and responsibilities of key personnel who will provide oversight of the project and its intended purposes. Specific milestones have been established and are consistent with the needs of the project.

**Weaknesses:**

None noted

**Reader's Score:**

2. (b) **The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

**Strengths:**

The time commitment of all staff is commensurate with the needs of the project and its operations. The project director will devote 50% of her time to the project with the project associate devoting 100%. Supporting information is provided regarding the duties and responsibilities of selected positions (Director of Practitioner Inquiry, Digital Program Managers, Technology Manager and Director of Professional Development). P. 39

**Weaknesses:**

None noted

**Reader's Score:**

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

**Strengths:**

The project team will meet monthly to review project goals and benchmarks and professional development activities. The project team will also meet with the contractor five times a year to ensure the quality of the arts learning. The program managers will facilitate planning and implementation ensuring that a built in feedback loop is defined. P. 40 The collective elements of the plan ensures that key components are in place that will facilitate areas where improvements and/or revisions are needed. As outlined the plan will meet the needs of the project relative to

**Sub Question**

continuous improvements.

**Weaknesses:**

None noted

**Reader's Score:****Selection Criteria - Quality of the Project Evaluation**

1. Please provide a brief summary and your scores for Question 6 - Project Evaluation in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the quality of the evaluation to be conducted of the proposed project by considering the following factors:

**Strengths:**

The applicant has outlined an effective evaluation plan that will meet the needs of the project. Noted highlights of the plan include identifying an experienced evaluator who has the required professional experiences needed to assess the project. The applicant proposes to use a quasi-experimental design that will yield quantitative and qualitative data. Provisions for what data will be collected and when have been defined. Additionally, the design includes specific provisions for analyzing collected data relying on proven statistics.

The plan for continuous feedback is noted in the duties and responsibilities of the evaluator and the evaluation team relative to when they will meet, what they will discuss and when. Collectively, the plan will support the on-going needs of the project and its intended purposes.

As an evaluation design the applicant has established a plan that will yield meaningful data that will support like educational endeavors.

**Weaknesses:**

None noted

**Reader's Score: 20**

**Sub Question**

1. (a) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

**Strengths:**

The applicant has outlined an effective evaluation plan that will meet the needs of the project. Noted highlights of the plan include identifying an experienced evaluator who has the required professional experiences needed to assess the project. The applicant proposes to use a quasi-experimental design that will yield quantitative and qualitative data. Provisions for what data will be collected and when have been defined. Additionally, the design includes specific provisions for analyzing collected data relying on proven statistics. P. 44

**Weaknesses:**

None noted

## Sub Question

### Reader's Score:

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

#### Strengths:

The plan for continuous feedback is noted in the duties and responsibilities of the evaluator and the evaluation team relative to when they will meet, what they will discuss and when. Collectively, the plan will support the on-going needs of the project and its intended purposes. Additionally, yearly interim reports will be available in September in addition to the annual performance report required by the US Department of Education (May and November). All reports will be used to review the status of the project. P. 47

#### Weaknesses:

None noted

### Reader's Score:

3. (c) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)

#### Strengths:

As an evaluation design the applicant has established a plan that will yield meaningful data that will support like educational endeavors. Noted highlights include determining how feedback will be provided, defining the role of the external evaluator and the identification of statistical measures such as the utilization of a quasi-experimental design. Additionally, ensuring that the evaluation is conducted in accordance with the (What Works Clearinghouse) further strengthens the overall design of the project and its ability to share information with others. P. 41

#### Weaknesses:

None noted

### Reader's Score:

## Priority Questions

### Competitive Preference Priority 2 - Technology

1. Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

#### Strengths:

Based on information provided the applicant meets the requirements under competitive priority 2 relative to the use and inclusion of technology. For example, students will document their learning through the development of digital media portfolios. Educators will use video to identify and capture evidenced of student learning in theater or dance. P. 37

#### Weaknesses:

None noted

Reader's Score: 5

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**Status:** Submitted  
**Last Updated:** 06/26/2014 08:49 PM

Status: Submitted

Last Updated: 06/19/2014 06:28 PM

## Technical Review Coversheet

Applicant: The ArtsConnection, Inc. (U351D140087)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	15
<b>Significance</b>		
1. Significance	10	10
<b>Quality of Project Design</b>		
1. Quality of Project Design	25	24
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	9
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Sub Total</b>	100	98
<b>Priority Questions</b>		
<b>Competitive Preference Priority 2</b>		
<b>Technology</b>		
1. CPP: Technology	5	5
<b>Sub Total</b>	5	5
<b>Total</b>	105	103

# Technical Review Form

Panel #6 - Development & Dissemination Grant Program - 6: 84.351D

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

Applicant: The ArtsConnection, Inc. (U351D140087)

## Questions

### Selection Criteria - Need for Project

1. Please provide a brief summary and your scores for Question 1 - Need for Project in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the need for the proposed project by considering the following factors:

**Strengths:**

**Weaknesses:**

Reader's Score: 15

#### Sub Question

1. (a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

**Strengths:**

There is a lack of educational engagement and low academic performance based in part on language acquisition. Addressing the need to build language capabilities for English learner middle school students, through creating, performing, connecting and documenting their theater and/or dance work in digital portfolios in order to improve the acquisitions of contextualized academic, socio-linguistic, strategic and discourse levels of language needed to be college and career ready. (pg. 14) Addressing dropout rates and student engagement is accomplished by impacting student motivation to attend and participate in middle and high school. Digital media will deepen their understanding of the artistic process and build meta-cognitive skills by documenting, assessing and sharing their learning with the school community. (pg. 5)

**Weaknesses:**

no weakness noted

**Reader's Score:**

2. (b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

**Strengths:**

34% of New York middle school English learners graduate high school, is coupled with a decade of disinvestment and disincentive in comprehensive arts education. (pg. 5). Access to arts compromised in low SES schools, with additional compromises in that EL students receive services that pull them out of arts classes. (pg. 5) Teachers are

**Sub Question**

isolated from other disciplines. Digital Dellta will provide collaboration of teachers through arts integration and professional development, using teaching artists, and ELA/ELL teachers. 25 hours of instructional time in dance/theater would help to re-build the culture for the arts. Student achievement is addressed through the integration of the CCSS standards for ELA and Next generation Science standards.(pg. 7)

**Weaknesses:**

No weakness noted

**Reader's Score:**

**Selection Criteria - Significance**

1. The Secretary considers the significance of the proposed project by considering the following factor:

**The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.**

**Strengths:**

Arts Connection has an established history of successful completion of research grants (AEMDD 2001-04 and PDAE 2005-08-11) from US ED and sharing the information, materials, and lessons learned through symposia and publications. (pg. 10) Currently adapting lesson learned in earlier DELLTA program for teachers in 11 elementary schools. This results from practitioner inquiries into the nature of teaching and learning in the arts. The work is easily replicated and adapted while rooted in educational research. (pg. 11)

**Weaknesses:**

no weaknesses noted

**Reader's Score: 10**

**Selection Criteria - Quality of Project Design**

Please provide a brief summary and your scores for Question 3 - Quality of Project Design in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the quality of the design of the proposed project by considering the following factors:

**Strengths:**

**Weaknesses:**

**Reader's Score: 24**

**Sub Question**

## Sub Question

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

#### Strengths:

Research supports the theory that theater and dance are “fertile contexts for cognitive and linguistic development not available elsewhere” (Heath and Roach, 2001) (pg 15) Inquiry based practices integrated in program design. What is the nature of teaching and learning in dance and theater...etc.?” (pg. 14.) Results of PR auction inquiry conclude that, particularly for EL students, dance and theater offer opportunities to combine cognitive, kinesthetic, and affective experiences. Conclusions corroborated with research literature include: NCAS, Sylwester, Krashen and others on kinesthetic communication through body, facial and vocal expression, lowering the affective filter, authentic uses for English language learners.

#### Weaknesses:

no weakness noted

#### Reader's Score:

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

#### Strengths:

Theory of change states, when English Learner middle school students learn to work and think like artists by engaging in authentic arts experiences under the direction of teaching artists working in collaboration with ESL/ELA classroom teachers, and document and share their learning process through digital media portfolios, they will improve acquisition of contextualized academic, sociolinguistic, strategic and discourse levels of language needed to be college and career ready. (pg. 4) Common Core Arts Standards in Dance and Theater and ELA CCSS standards integrated into create, connect, perform and respond artistic process to thinking and acting like an artist. Effective practices are supported by existing theory as well as practitioner research throughout. Including the fully integrated use of technology as a creative tool for communication, efficacy and collaborations. (pg. 20)

#### Weaknesses:

no weakness noted

#### Reader's Score:

### 3. (c) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

#### Strengths:

Social, emotional, cognitive and efficacy addressed the education of the whole child. Digital videotape empowered students to independently and quickly self-assess, reflect and revise their work, as well as looking at student work samples to analyze. Research of effective practices in the value of theater and dance for young people as learners and citizens – civic outcomes for teenagers and young adults, especially for low SES students (Catterall pg 19) Mac Arthur Foundation addressed the “crisis in agency” among youth who feel powerless to influence or change their schools and communities. With deeper engagement in programs such as Digital Delta that build on student efficacy students have increased agency. (pg. 19)

#### Weaknesses:

Twenty four hours of instruction a year (pg. 6) in theater and dance in 4 NYC middle schools is 40 minutes a week. The impact with one 40 minute class a week, given the comprehensive impact expected is concerning.

**Sub Question**

Comprehensive change needs more than the time allotted here.  
Certified art teachers are absent from the professional development plan and could provide measures of sustainability once the teaching artists are gone or through integration in visual art and music with theater and dance.

**Reader's Score:**

- 4. (d) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.**

**Strengths:**

Lessons learned live on through accomplished program participants and their teaching and learning. Workshops, thorough professional development to diverse content teachers, are practitioner inquiry rather than turn-key information, it engages staff and artists in learning that is iterative, not turn key. (pg. 31) partnerships with NYC Office of English Language Learners and Queens College that influence more educators throughout NYC, including pre-service candidates. Teachers and artists develop digital reports on strategies used with students and lessons learned and tips for other educators interested in adopting the program.

**Weaknesses:**

no weakness noted

**Reader's Score:**

**Selection Criteria - Quality of Project Personnel**

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

**In addition, the Secretary considers the following factor:**

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

**Strengths:**

Well qualified key personnel delegated specific job responsibilities assuring high quality oversight and management of the program. Personnel's allocation of time, appears to be adequate to assure high quality program oversight including Technology Priority, all components of PD, and evaluation. Project Team will be responsible for assuring that digital documentation of the project is prepared and shared on ArtsConnection's website in a timely manner. The final two years of the project will focus not only on the development of the model, but on the digital dissemination of the materials and information about the processes used with teachers and students, along with examples of student work through their digital portfolios. (Pg. 42) Dr. Horowitz will direct a team of senior graduate and post-doctorate researchers drawn from each of the arts disciplines with broad experience in research, assessment, evaluation and professional development. (pg. 40)

**Weaknesses:**

To assure long term sustainability, training certified art teachers in all components of arts integration, could be a core element of the Digital Dellta team.

**Reader's Score: 9**

## Selection Criteria - Quality of the Management Plan

1. Please provide a brief summary and your scores for Question 5 - Management Plan in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the quality of the management plan for the proposed project by considering the following factors:

**Strengths:**

**Weaknesses:**

**Reader's Score: 20**

### Sub Question

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

**Strengths:**

3 program objectives aligned to student activities, and learning objectives. Short term, mid and long term outcomes with performance benchmark standards noted. Students are creating, performing and connecting throughout.

**Weaknesses:**

no weakness noted

**Reader's Score:**

2. (b) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

**Strengths:**

A separate timeline for management structure (pg. 23) outlines the management team, and profession development throughout the 4 years in detail. Formative assessment involved as a basis for questions and decision making

**Weaknesses:**

no weakness noted

**Reader's Score:**

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

**Strengths:**

The logic model on page 16 notes the strategies to analyze and integrate information from diverse sources, including student work, digital media, conversations and collaborations with diverse partners. A Creative Learning Loop is a formative assessment strategy intentionally taught to teachers and students to engage for continuous improvement of teaching and learning. (pg. 36) Students use the digital portfolios to self-assess and improve their

**Sub Question**

performances.

**Weaknesses:**

no weakness noted

**Reader's Score:**

**Selection Criteria - Quality of the Project Evaluation**

1. **Please provide a brief summary and your scores for Question 6 - Project Evaluation in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.**

The Secretary considers the quality of the evaluation to be conducted of the proposed project by considering the following factors:

**Strengths:**

**Weaknesses:**

**Reader's Score: 20**

**Sub Question**

1. **(a) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

**Strengths:**

Impact study with quasi-experimental design to validate the model and determine if the program improves the student language capabilities. (pg. 14) Variables within broad groups measured, implementation, teacher quality, collaboration, student achievement (pg. 44) and the measures that are clearly connected to the stated objectives produce quantitative and qualitative data.

**Weaknesses:**

no weakness noted

**Reader's Score:**

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

**Strengths:**

Milestones for each year provide broad benchmarks toward the program objectives. Continuous conversations and collaborations via the Video Study process assure timely assessment and reflection. Educators and student negotiate progress collaboratively. (pg. 37) 6 person project team will meet monthly to review the progress of the project toward goals and benchmarks and schedule and plan professional development.(pg. 40)

**Sub Question**

**Weaknesses:**

no weakness noted

**Reader's Score:**

- 3. (c) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)**

**Strengths:**

The evaluations Impact Study will determine if the program has an effect on student's development of teacher, dance, and ELA skills, Standardized measure will include NY state ELA scores, Art skills will be measure by observation rubrics, with demonstrated validity and reliability, developed through previous US ED grants and the evaluator's Champions of Change study. (pg. 43) Peer schools are matched to a Peer Index using a "nearest neighbor" matching methodology.

**Weaknesses:**

no weakness noted

**Reader's Score:**

**Priority Questions**

**Competitive Preference Priority 2 - Technology**

- 1. Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.**

**Strengths:**

Technology integrated throughout the student objectives, aligned to standards for creating, performing and responding. Technology is instrumental in self and program evaluations. Extensive research and theory support the use of technology to communicate, collaborate and engage.

**Weaknesses:**

No weakness noted

**Reader's Score: 5**

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**Status:** Submitted

**Last Updated:** 06/19/2014 06:28 PM

Status: Submitted

Last Updated: 06/12/2014 08:14 PM

## Technical Review Coversheet

Applicant: The ArtsConnection, Inc. (U351D140087)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	15
<b>Significance</b>		
1. Significance	10	9
<b>Quality of Project Design</b>		
1. Quality of Project Design	25	23
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	19
<b>Sub Total</b>	100	96
<b>Priority Questions</b>		
<b>Competitive Preference Priority 2</b>		
<b>Technology</b>		
1. CPP: Technology	5	5
<b>Sub Total</b>	5	5
<b>Total</b>	105	101

# Technical Review Form

Panel #6 - Development & Dissemination Grant Program - 6: 84.351D

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

Applicant: The ArtsConnection, Inc. (U351D140087)

## Questions

### Selection Criteria - Need for Project

1. Please provide a brief summary and your scores for Question 1 - Need for Project in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the need for the proposed project by considering the following factors:

#### Strengths:

N/A

#### Weaknesses:

N/A

Reader's Score: 15

#### Sub Question

1. (a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

#### Strengths:

Arts-based activities are identified as a means to develop academic language. This is a clear need for EL students. New York schools have significant populations of ELs.

#### Weaknesses:

School demographics would have been informative. However, no weaknesses were found.

#### Reader's Score:

2. (b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

#### Strengths:

The lack of effective services (or even approaches to services) for ELs is well documented in the application. The focus on ELs and their need for opportunities for authentic use of English is a clear gap in opportunities that is specific to the EL population in New York.

#### Weaknesses:

No weaknesses found.

Sub Question

Reader's Score:

**Selection Criteria - Significance**

1. The Secretary considers the significance of the proposed project by considering the following factor:

The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

**Strengths:**

The development of PD, formative assessment practices, and instructional practices around digital portfolios are, among other project outcomes, valuable products for schools/districts facing similar challenges.

**Weaknesses:**

A weakness is the staff intensive model required to implement the program which calls into question the potential to use the project products in other settings.

Reader's Score: 9

**Selection Criteria - Quality of Project Design**

1. Please provide a brief summary and your scores for Question 3 - Quality of Project Design in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the quality of the design of the proposed project by considering the following factors:

**Strengths:**

N/A

**Weaknesses:**

N/A

Reader's Score: 23

Sub Question

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

**Strengths:**

The background literature and empirical findings are well documented. Inquiry-based instruction and opportunities for students to develop language in authentic contexts are both well-evidenced effective practices.

**Weaknesses:**

No weaknesses found.

**Sub Question**

**Reader's Score:**

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

**Strengths:**

The logic model is well aligned with all project outcomes. The model (and design) separately identifies outcomes for both the dance and theater strands of the program which indicates that the applicants have considered the logic model across both those strands.

**Weaknesses:**

No weaknesses found.

**Reader's Score:**

3. (c) **The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**

**Strengths:**

As part of efforts to support development of academic language the program aligns with efforts to address needs of ELs in achieving academic outcomes.

**Weaknesses:**

As argued in the need for the project, there isn't an effective, comprehensive program into which these efforts can be folded. However, integration with non-arts curriculum is not sufficiently addressed.

**Reader's Score:**

4. (d) **The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.**

**Strengths:**

The project is aimed at developing new instructional practices. Assuming these practices can be developed by the proposed program, the potential for sustainability of project activities after the end of the grant is quite high.

**Weaknesses:**

How the program will integrate new teacher participants, a broader range of possible activities and any new technologies is not clear.

**Reader's Score:**

**Selection Criteria - Quality of Project Personnel**

1. **The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

**In addition, the Secretary considers the following factor:**

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

**Strengths:**

Project personnel are well qualified. A particular strength of the proposal is the presence of program managers who have experience in dance or theater and regular meetings among the project team in collaboration with EL teachers.

**Weaknesses:**

No weaknesses found.

**Reader's Score: 10**

**Selection Criteria - Quality of the Management Plan**

1. Please provide a brief summary and your scores for Question 5 - Management Plan in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the quality of the management plan for the proposed project by considering the following factors:

**Strengths:**

N/A

**Weaknesses:**

N/A

**Reader's Score: 20**

**Sub Question**

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

**Strengths:**

The sequential model of instruction allows the team to focus on particular milestones each year. This ensures that milestones are feasible and timelines are sensible.

**Weaknesses:**

No weaknesses found.

**Reader's Score:**

2. (b) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

**Strengths:**

Overall the management plan is thoughtful, appropriate and adequate to meet the objectives of the proposed project. Team member meetings are well-planned (in both focus and frequency) to assure project activities are well managed.

**Sub Question**

**Weaknesses:**

Quarterly meetings among the project director, associate and PI are less frequent than necessary to meet the goals of those meetings (discussion about effectiveness of the program activities, how needs of students teachers and schools are being met to inform their decision making and revision process, p. 41)

**Reader's Score:**

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

**Strengths:**

Feedback and continuous improvement are the purview of each project staff member. In addition the team meeting plans ensure the entire team receives information about the project progress toward milestones.

**Weaknesses:**

No weaknesses found.

**Reader's Score:**

**Selection Criteria - Quality of the Project Evaluation**

- 1. Please provide a brief summary and your scores for Question 6 - Project Evaluation in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.**

**The Secretary considers the quality of the evaluation to be conducted of the proposed project by considering the following factors:**

**Strengths:**

N/A

**Weaknesses:**

N/A

**Reader's Score: 19**

**Sub Question**

- 1. (a) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

**Strengths:**

Use of the CALT, ELA test scores, appropriate objective performance measures, is a strength. The complementary proposed means to establish baseline equivalence of peer-matched schools comprise a strong evaluation plan.

**Weaknesses:**

No weaknesses found.

**Reader's Score:**

#### Sub Question

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

**Strengths:**

The proposed fidelity measure is another strength of the evaluation plan. The fidelity measure allows for periodic assessment of progress toward outcomes and identification of problematic aspects of the proposed implementation.

**Weaknesses:**

It is unclear from the table of outcomes (in appendix) if the same measures (in particular, common core) will be used throughout the project (across all years of the program). If not, the full efficacy of the program will not be measurable until the end of the program.

**Reader's Score:**

3. **(c) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)**

**Strengths:**

The evaluation plan is likely to produce a study that meets all the criteria of the notice. This includes a quasi-experimental study that meets What Works Clearinghouse Evidence Standards with reservations.

**Weaknesses:**

Prior literature establishing an effect size of 0.25 SDs is not explicitly discussed, although sufficient evidence of promise is presented in the application.

**Reader's Score:**

#### Priority Questions

##### Competitive Preference Priority 2 - Technology

1. **Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.**

**Strengths:**

Use of digital portfolios is established, as are necessary PD and formative assessment practices to be used with those portfolios.

**Weaknesses:**

Sustainability of digital tool use in the face of needs to provide PD of teachers to the program and to integrate new technology is not discussed

**Reader's Score:** 5

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**Status:** Submitted

**Last Updated:** 06/12/2014 08:14 PM

