

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

Status: Submitted

Last Updated: 06/20/2014 10:04 AM

Technical Review Coversheet

Applicant: Urban Arts Partnership (U351D140086)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	11
Significance		
1. Significance	10	10
Quality of Project Design		
1. Quality of Project Design	25	23
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	20	18
Quality of the Project Evaluation		
1. Project Evaluation	20	17
Sub Total	100	89
Priority Questions		
Competitive Preference Priority 2		
Technology		
1. CPP: Technology	5	5
Sub Total	5	5
Total	105	94

Technical Review Form

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

Reader #1: *****

Applicant: Urban Arts Partnership (U351D140086)

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 notes the following factors which negatively impact the target schools, 44% of the target schools graduate in six years of secondary education, 40% of the target community did not finish high school, 40% live below the poverty level, the percent of students eligible for free and reduced price lunch is above 79% at each of the target schools and all three schools are below average on state-wide assessments (ELA). P. 5

The applicant notes a need for innovative instructional approaches, a lack of arts instruction and a need for 21st technology.

Weaknesses:

The applicant proposes to focus on social studies but does not provide supporting achievement data for the target schools. P. 5

While applicant references gaps and weaknesses in services specific data is not provided relative to the immediate needs of the target schools. The lack of supporting data for each of the target schools does not allow for a complete assessment of their immediate needs in the areas identified as weak. P. 6

Reader's Score: 11

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 need for the project the applicant notes the following factors which negatively impact the target schools, 44% of the target schools graduate in six years of secondary education, 40% of the target community did not finish high school, 40% live below the poverty level, the percent of students eligible for free and reduced price lunch is above 79% at each of the target schools and all three schools are below average on state-wide assessments (ELA). P. 5

Weaknesses:

The applicant proposes to focus on social studies but does not provide supporting achievement data for the target schools. P. 5

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:

The applicant notes a need for innovative instructional approaches, a lack of arts instruction and a need for 21st technology.

Weaknesses:

While applicant references gaps and weaknesses in services specific data is not provided relative to the immediate needs of the target schools. The lack of supporting data for each of the target schools does not allow for a complete assessment of their immediate needs in the areas identified as weak. P. 6

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 features outlined for the Fresh Ed are readily applicable to other settings as noted by its digital curriculum guide, compatibility with computers and mobile devices. The project will contain downloadable lesson plans, templates and a catalog of multimedia resources. P. 9

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:

In support of principles, concepts and practices outlined for the project the applicant provides a number of research-based citations. The supporting information provided is relevant and consistently with supporting the project and its intended purposes. P. 14

The applicant provides a logic model in support of establishing a project built on a strong theory. The model outlines

specific goals, inputs, outcomes (short and long).

As designed the project will focus on the instructional and academic needs of participants. The noted strategies and activities included in the project are aligned with addressing the academic needs of students.

The applicant provides supporting information in regards to sustaining the project once federal funding has ended. The strategies outlined will effectively support the project in the future along with its intended purposes. P. 23The plan will have the desired impact.

Weaknesses:

The applicant does not provide supporting information relative to why a logic model was developed versus supporting information relative to a supporting theory.

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:

A In support of principles, concepts and practices outlined for the project the applicant provides a number of research-based citations. The supporting information provided is relevant and consistently with supporting the project and its intended purposes. P. 14

Weaknesses:

None noted

Reader's Score:

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

Strengths:

The applicant provides a logic model in support of establishing a project built on a strong theory. The model outlines specific goals, inputs, outcomes (short and long).

Weaknesses:

The applicant does not provide supporting information relative to why a logic model was developed versus supporting information relative to a supporting theory.

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 designed the project will focus on the instructional and academic needs of participants. The noted strategies and activities included in the project are aligned with addressing the academic needs of students.

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 provides supporting information in regards to sustaining the project once federal funding has ended. The strategies outlined will effectively support the project in the future along with its intended purposes. P. 23The plan will have the desired impact.

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:

The personnel identified for the project have the professional experiences needed to implement and manage the day-to-day operations of the project. The applicant also provides the educational background for most identified positions. P. 25

Weaknesses:

None noted

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:

The applicant provides a chart that identifies all project personnel and their duties and responsibilities. Additionally, a timeline has been established that outlines when key activities and events will take place.

The time commitment of all identified staff is commensurate with the operational needs of the project.

Through weekly reflections, weekly team meetings and weekly co-teaching planning meetings the applicant has established a structure that will allow for feedback and continuous improvements to the project. P. 37

Weaknesses:

The timeline is not supported by staff responsibilities.

Reader's Score: 18

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 applicant provides a chart that identifies all project personnel and their duties and responsibilities. Additionally, a timeline has been established that outlines when key activities and events will take place.

Weaknesses:

The timeline is not supported by staff responsibilities.

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 identified staff is commensurate with the operational needs of the project. By ensuring adequate time is being devoted to the project the applicant offers further support relative to the execution and implementation of essential elements and the project's intended purposes.

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:

Through weekly reflections, weekly team meetings and weekly co-teaching planning meetings the applicant has established a structure that will allow for feedback and continuous improvements to the project. P. 37

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 evaluation design will focus on student outcomes, teacher outcomes and program outcomes. All measures associated with the project will yield quantitative and qualitative data relative various elements of the project. The role of the evaluator and evaluation team further supports an effective use of staff.

The plan for reviewing data periodically will support the needs of the project as noted by defining the work of the evaluation team, monthly meetings and providing data on performance measures. P. 46

The applicant proposes to use a quasi-experimental design with the comparison of a non controlled group where the design will adhere to standards of the What Works Clearinghouse. P. 48

Weaknesses:

The applicant does not identify who will serve on the evaluation team or their qualifications. Additionally, information is not provided regarding how data will be analyzed or the statistical tools that will be utilized.

Reader's Score: 17

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 evaluation design will focus on student outcomes, teacher outcomes and program outcomes. All measures associated with the project will yield quantitative and qualitative data relative various elements of the project. The role of the evaluator and evaluation team further supports an effective use of staff.

Weaknesses:

The applicant does not identify who will serve on the evaluation team or their qualifications. Additionally, information is not provided regarding how data will be analyzed or the statistical tools that will be utilized.

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 reviewing data periodically will support the needs of the project as noted by defining the work of the evaluation team, monthly meetings and providing data on performance measures. P. 46

Sub Question

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:

The applicant proposes to use a quasi-experimental design with the comparison of a non controlled group where the design will adhere to standards of the What Works Clearinghouse. P. 48

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:

The applicant meets all requirements under competitive priority 2 based on the use and implementation of technology in the design and application of the project.

Weaknesses:

None noted

Reader's Score: 5

Status: Submitted

Last Updated: 06/20/2014 10:04 AM

Status: Submitted

Last Updated: 06/13/2014 12:08 PM

Technical Review Coversheet

Applicant: Urban Arts Partnership (U351D140086)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	10
Significance		
1. Significance	10	9
Quality of Project Design		
1. Quality of Project Design	25	18
Quality of Project Personnel		
1. Project Personnel	10	9
Quality of the Management Plan		
1. Management Plan	20	18
Quality of the Project Evaluation		
1. Project Evaluation	20	15
Sub Total	100	79
Priority Questions		
Competitive Preference Priority 2		
Technology		
1. CPP: Technology	5	3
Sub Total	5	3
Total	105	82

Technical Review Form

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

Reader #3: *****

Applicant: Urban Arts Partnership (U351D140086)

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: 10

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:

Quantitative data for treatment schools' poverty rates, race, demographics frame the data regarding ELA proficient readers at 31% of state average. Additionally 43% of middle school students failing the social studies Regent Exams can be a predictor of failure to graduate high school. Fresh Ed's focus on middle school social studies and ELA could set the path to improved outcomes in high school and beyond.

Fresh Ed proposes to provide culturally responsive art education practices, academic development and professional development to improve student achievement. (abstract) Replicable curriculum, building teacher capacity, website with curricular resources, digital app, key findings by independent evaluator. (abstract)

Art education research supports that the arts positively impact student achievement. Unfortunately NYC school art programs have declined. Fresh Ed will fill this gap in the schools that have no full time art teachers, with music and song writing programs with culturally responsive teaching strategies.

Weaknesses:

Interventions in ELA at middle school gives limited time to turn around student reading fluency, whereas beginning services in elementary school provide more opportunity and sustained time to assure turning student achievement. Teaching artists cannot replace qualified certified art teachers.

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

Sub Question

magnitude of those gaps or weaknesses.

Strengths:

Principal quoted stating his students need immersive academic program with a focus on non-fiction reading comprehension reflecting CCSS. 2.6% of students reaching ELA proficiency.

Fresh Ed aims to improve teaching and learning through culturally responsive pedagogy and song-writing. Fresh Ed claims to change teacher practice thus improving student engagement and academic performance in ELA and social studies. NYC Controller cites evidence that NYC public schools have become inequitable and underfunded. Funding has declined 47% in the arts. (pg5-7)

Weaknesses:

Development of the specific pedagogy planned around culturally relevant art education would illustrate how Fresh Ed intends to meet the students' needs and change teaching practice. Hip Hop is the content focus, Pedagogy is the science and art of education. Its aims range from the full development of the human being to skills acquisition

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:

Fresh Ed's piloted instructional strategies and learning principles are applicable to a variety of audiences including urban youth, IEP, ELL, at-risk students and in a number of environments including after school, summer remediation and community based organizations. Curriculum Guides in digital formats, Fresh Ed App, and website with a library of resources such as lessons learned and student work, and finally e-Learning courses. Page 9 - 11

Weaknesses:

Symposia, conferences and publications are also opportunities for dissemination.

Reader's Score: 9

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: 18

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:

Fresh Ed uses hip hop music to make content assessable to students as a culturally responsive design specifically informed by A Framework for Culturally Responsive Teaching (Wlodkowi and Ginsberg). Specific teaching practices are taken from Boykin and Noguera. Fresh Prep pilot programs with low achieving students are culturally responsive/arts integrated. 71 % of Fresh Ed participants failed Regents and passed after the Fresh Ed services. The hip hop subject matter and music hijacks student resistance by addressing the students' norms of behavior and communication/language featured in this musical genre.

Weaknesses:

Culturally Responsive Art Education based on hip hop is one dimensional, Culturally responsive pedagogy is divided into three functional dimensions: the institutional dimension, the personal dimension, and the instructional dimension. Addressing culturally relevant teaching strategies (call and response, visual aides etc.), impacts on the culture of the school and social justice issues, as well as the commitment and policies from district administration would thoroughly address the issue of culturally relevant art education.

Reader's Score:

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

Strengths:

The logic model illustrates program goals, aligned to student, teacher and program outcomes and activities. Page 17

Weaknesses:

The connection between research, ELA and/or social studies, arts and cultural responsive pedagogy could illustrate a stronger theory.

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:

Embedded Assessment: research in action dialogue is an assessment tool employed three times throughout the year to examine student work and drive differentiated instruction. RAD is currently being presented in conferences as best practice. It is a positive, student centered tool. (pg 21)

District 19 promotes the use of the Balanced Literacy model (pg 19) in its middle schools and the Danielson Model of Effective Teaching are present in schools district now.

Remixing, editing and sampling, writing and sharing (pg 22) are teaching strategies that would be developed Hip Hop will be the arts based instruction, to improve academic performance of student in creating, performing and responding

Sub Question

Weaknesses:

Hip Hop is one topic to address student interests. It is unclear how long term, this one theme would be combined with long lasting effects on culturally responsive needs.

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:

Expanded UAP partnerships and continuing implementation of Fresh Ed in these partnership schools. Additional fundraising planned. UAP is expanding its reach beyond NYC to California and Nigeria and Malaysia.

Weaknesses:

Hip Hop workshops and topics and instruction are already common in many districts across the nation. As it becomes more common the need for this program wanes without a broader base of culturally relevant pedagogy.

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 Director is a Fulbright Fellow and multilingual, Curriculum Developer, coach and instructional support, Music producer is a hip hop educators and music director. Cultural diversity is reflected in the leadership team. Superintendent of District 19 is a liaison between the district and Fresh Ed. A team of Fresh Ed Masters of Curriculum have worked with Fresh Ed for at least 2 years and have a degree in fine arts and/or education.

Weaknesses:

The project director is supervisor of all sites, manages the implementation, and leads professional development. Multi tasking may be efficient but high quality programming needs time to implement and gather data to improve and strengthen the program's effect over time. As the program expands the scope of the program, there should be increased personnel capacity in the management plan to reflect this.

Reader's Score: 9

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:

UAP has a proven history of successful program implementation, having worked with Fresh Prep since 2009. (p 28)
Specific personnel and project responsibilities – and time required noted in the key personnel plan and support Personnel tables. Curriculum, dissemination and partnerships described with milestones and key personnel. Timeline by month over 4 years – with benchmarks.

Weaknesses:

The performance objectives could be aligned and connected in management plan according to date of completion and benchmarks for success. Also formative assessments could be included to underscore the continuous use of data to inform the development of the program.

Reader's Score: 18

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:

UAP has a proven history of successful program implementation, having worked with Fresh Prep since 2009. (p 28)
Specific personnel and project responsibilities – and time required noted in the key personnel plan and support Personnel tables. Curriculum, dissemination and partnerships described with milestones and key personnel. Timeline by month over 4 years – with benchmarks.

Weaknesses:

The performance objectives could be aligned and connected in management plan according to date of completion and benchmarks for success. Also formative assessments could be included to underscore the continuous use of data to inform the development of the program.

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:

Appropriate and adequate description of the personnel's ability to achieve program goals provided. (p 38)

Weaknesses:

As the purpose of the grant is to go farther with the program – into California and world wide – a projection of additional personnel needs would establish clear planning for future needs .

Reader's Score:

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

Sub Question

Strengths:

Teacher and student focus groups, observations of teachers begin in Nov 2014, and it is assumed continue periodically throughout the program years. Monthly meetings with UAP staff and evaluator are ongoing, weekly reflections, co-teaching planning meetings, monthly school meetings, Semester Check in with superintendent.

Weaknesses:

Understanding how all the meetings will be documented and evaluated would be useful. For example p 37 "the Fresh Ed program manager reviews weekly reflections and makes adjustment to the program implementation based on that review " This is unclear in terms of the methods used, the type of data gathered and the process to implement program changes.

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: 15

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:

Implementation, student/teacher and program outcomes analyzed. The analysis is descriptive and focuses on the monitoring the activities and outcomes. Activity tractors, student attendance and participation, surveys, tracking teachers use of website and programs. Student outcomes include academic, and mastery and mastery of music. Teacher outcomes include program and curriculum use, knowledge of arts integration, and methods used.

Weaknesses:

Specific performance targets not projected. A projection of expected performance targets met over 4 years would demonstrate program progress and formative assessment development.

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.**

Sub Question

Strengths:

Program outcomes include shifting the way schools approach learning. Fresh Ed goal for teachers to use the program and its technology. This surveyed in a survey. The evaluation team will provide email feedback to offer insights about observations in the field. (p 46)

Weaknesses:

The Danielson Model will be used to evaluate teacher effectiveness but it is unclear how these observations will be integrated into the evaluation of the teacher outcomes .

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:

Evidence of promise addressed by using results of its predecessor, and correlational studies. Fresh Prep students taking the Global History course met all three of their goals. Students scored 24 points higher than average predicted. Fresh Ed builds on these successes – p 47 The evaluation will compare the predicted versus the actual proficiency rates and grades of Fresh Ed students with 2 other groups – students from same schools not in Fresh Ed and students in similar schools with in the district.

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:

21st Century competencies and technology improve learning but NYC treatment schools lack funding and training in technology (NEA Policy Brief) Fresh Eds culturally responsive music and technology integration address this gap for teachers and students. (pg 8) providing digital tools for a variety of purposes. Technology provides resources for teachers and aides student creation of music. Use of technology by teachers is evaluated.

Weaknesses:

Technology is not clearly integrated in the music program nor to impact teacher effectiveness. Technology is a tool to disseminate program resources and materials. Unclear how technology will be used by the students as a creative tool, or to aide assessment. Or student remixing of songs or editing. Professional development for teachers around technology not reflected in the Management and Project Plan. Digital supports referred to as dissemination tools.

Reader's Score: 3

Status: Submitted
Last Updated: 06/13/2014 12:08 PM

Status: Submitted

Last Updated: 06/24/2014 06:41 PM

Technical Review Coversheet

Applicant: Urban Arts Partnership (U351D140086)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	14
Significance		
1. Significance	10	10
Quality of Project Design		
1. Quality of Project Design	25	23
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	20	19
Sub Total	100	96
Priority Questions		
Competitive Preference Priority 2		
Technology		
1. CPP: Technology	5	5
Sub Total	5	5
Total	105	101

Technical Review Form

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

Reader #2: *****

Applicant: Urban Arts Partnership (U351D140086)

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: 14

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:

Students to be served are evidenced to be at-risk. All three target schools are Title I. The schools are part of NY District 19, one of the poorest communities in the New York City (p. 3). School data are presented on page 5 of the narrative.

Weaknesses:

No weaknesses 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:

ELA and Social Studies are identified as important areas of focus of at-risk students. Achievement levels in both areas are shown to be low and key to student current and future success.

Teachers in poor school districts are less likely to feel adequately trained to use technology as teachers in wealthier districts (p. 8). The project proposes teacher PD around technology to support the program goals.

Sub Question

Weaknesses:

ELA challenges are most effectively addressed in elementary school. The need is more central, therefore, at elementary school, in grades prior to the proposed project target schools.

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 application describes specific processes that will ensure the products are useful in a variety of settings (including afterschool settings) and with a variety of student populations (including those with disabilities) (p.9). Additionally, technology will be used to extend program reach in a variety of ways.

Curriculum guide resources provided by the program will align to National Arts standards and Common Core Standards.

Project products are designed for use on mobile platforms, a strategy to support access to the resources across settings (i.e., at home).

Weaknesses:

No weaknesses found.

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: 23

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:

The project builds on prior successes. This ensures that the project can 'hit the ground running'. Additionally, the prioritization of principles of culturally-relevant pedagogy is a clear strength of the proposal. Instructional design principles and classroom practices emerging from the body of research have been leveraged by the group in prior project work and will be used in this project. The narrative clearly describes an explicit strategy for use of art-integrated instruction to support student work in ELA and social studies. The role of music in engaging students and building bridges to core curriculum content.

Weaknesses:

The focus on hip-hop as the only genre music to be part of the program limits students' preferences in musical composition. This may not be the authors' intention, however considerations of cultural-relevant pedagogy should have surfaced this issue as part of proposal preparation.

Reader's Score:

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

Strengths:

Logic model is comprehensive and strongly aligned to project description. The model includes all project activities and evaluation plans, including outcomes.

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:

The proposed program is intentionally aligned with the Balanced Literacy model of the district partner. In addition the project is designed to align with NYDOE efforts around teacher evaluation and development. The project is also design to align with National Art and Common Core standards.

Weaknesses:

The project plan does not provide as much information about the integration of music into social studies as ELA. In particular, there is a lack of information about ongoing efforts in social studies with which the program will align.

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:

A train-the-trainer model is proposed as part of project activities and evaluation. Developing schools' capacity to continue to integrate new teachers into the program after the grant is a major strength of this proposal. In addition, a continually updated repository of artifacts (curriculum guide and song repository) will continue to provide a platform to access and share songs and instructional resources (teacher and student activities).

Sub Question

Weaknesses:

No weaknesses found.

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:

Most project personnel have been involved in prior program implementations and all are appropriately qualified to conduct the project activities.

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:

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.

Sub Question

Strengths:

The management plan is well-developed and includes measurable milestones throughout the project.

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:

Time commitments for all personnel seem appropriate.

Weaknesses:

No weaknesses found.

Reader's Score:

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

Strengths:

Regular meetings are planned at all levels of project staff with a clear intention to surface and communicate any issues or best-practices (p. 37 -38).

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:

Weaknesses:

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:

All key project outcomes will be evaluated to some degree. Critical outcomes for students and teachers will be well documented, including student achievement and teachers' ability to mentor new teachers.

Weaknesses:

No weaknesses found.

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:

Implementation analysis provides ongoing feedback about project progress including barriers to implementation and how project staff deal with those barriers (p.39)

Weaknesses:

No weaknesses found.

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:

Evaluation will produce evidence of promise at the most rigorous level (of student achievement outcomes).

Weaknesses:

Prior research cited for evidence of promise include passing rates on the NY Regents exam, an outcome not addressed in the propose study.

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 is thoughtfully integrated into both teacher and student project activities. Technology is deeply integrated into instruction, PD, and sustainability planning. Mobile platforms are leveraged to reach as many teachers and students as possible and to provide access across settings. Music composition, sharing and review are supported by program technologies and activities.

Weaknesses:

No weaknesses found.

Reader's Score: 5

Status: Submitted

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