

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

Status: Submitted

Last Updated: 08/02/2017 08:35 AM

Technical Review

Applicant: Hyde Leadership Charter School Brooklyn (U351C170027)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	10	10
Quality of Project Services		
1. Project Services	25	22
Quality of Project Personnel		
1. Project Personnel	15	15
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Priority Questions		
Competitive Preference Priority		
Leveraging Technology		
1. CPP 1	5	5
Total	105	102

Technical Review Form

Panel #3 - Professional Development for Arts Educators - 3: 84.351C

Reader #1: *****

Applicant: Hyde Leadership Charter School Brooklyn (U351C170027)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

(1) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

(2) 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:

(1) Application is clear in describing the historical need to address the needs of the majority of students who live in extreme poverty (92%) who have limited access to the arts and are at high risk for academic failure. (e16) (e22-23)

(2) Direct services and opportunities for arts learning are defined. Application describes clear relationship between gaps that currently exist and provisions for addressing both gaps and weaknesses. (e24-26)

Weaknesses:

(1) No weakness noted.

(2) No weaknesses noted.

Reader's Score: 10

Selection Criteria - Quality of Project Services

1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(1) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

(2) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.

(3) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Strengths:

)Services to be provided are securely grounded in both research and effective practice that emphasizes an arts-based approach with numerous citations. (e67-68)

(2) The application thoughtfully identifies and aligns research and practices to the proposed services to achieve the desired outcomes. (e26)

(3) Of particular note are references to students 'constructing meaning and demonstrating understanding in both the art form and another subject area'. (e29) Further, effective practices cited include not only a focus on teacher training but teacher-artist collaboration as well.

Weaknesses:

3)The project does not provide a role for existing arts specialists to participate and support the integration model.

Reader's Score: 22

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 factors:

(1) The qualifications, including relevant training and experience, of key project personnel.

(2) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Strengths:

1) All identified roles and responsibilities are aligned to existing staff qualifications. Qualifications including desired experience and background of prospective hires to support Art-tastic! are clearly described and are of high quality. (e40-41)

(2) Subcontractors are highly regarded arts providers in close proximity. While the specific qualifications of each subcontractor who will be specifically charged with responsibilities are not included in the application. Letters of support from providers attest to the quality of the institutions and the consultants they will provide. (e78-82)

This criterion was thoroughly discussed and my score reflects my personal assessment of this section.

Weaknesses:

(1) No weaknesses noted.

(2) No weaknesses noted.

Reader's Score: 15

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

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

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

(3) 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:

(1) Management plan has clearly defined and aligned objectives, timelines and milestones. Specific areas of responsibility are also clearly defined and assigned. (e43-52)

(2) Procedures for continual feedback are in place to be provided monthly. Advisory team includes participation by existing arts teachers. (e52-53)

(3) Time commitments for key personnel including new integration specialist are appropriate to meet objectives and clearly summarized in the narrative. (53-55)

Weaknesses:

(1) No weaknesses noted.

(2) No weaknesses noted.

(3) No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

(1) 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.

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

(3) The extent to which the proposed project is supported by strong theory (as defined in this notice).

Strengths:

(1) Evaluation plan includes both qualitative and quantitative measures which are reported monthly to the advisory team. Performance measures are clearly related to the intended outcomes. (e39)

(2) Data will be used to modify plan as needed. Formative and summative evaluation questions are included. Provision is made to monitor implementation and summative evaluation to produce evidence of promise to add to the body of existing knowledge regarding effectiveness of arts integration on student achievement. (e59)

(3) Logic model presents clear and concise theory with qualitative and quantitative measures supported by strong theory. (e62-66)

Weaknesses:

- 1) No weaknesses noted.
- (2) No weaknesses noted.
- (3) No weaknesses noted.

Reader's Score: 30

Priority Questions

Competitive Preference Priority - Leveraging Technology

1. Projects that are designed to leverage technology through one or more of the following:

(a) Using high-speed Internet access and devices to increase students' and educators' access to high-quality accessible digital tools, assessments, and materials, particularly open educational resources.

(b) Implementing high-quality, accessible online courses, online learning communities, or online simulations, such as those for which educators could earn professional development credit or continuing education units through digital credentials based on demonstrated mastery of competencies and performance-based outcomes, instead of traditional time-based metrics.

Strengths:

a)The proposed project is specific in terms of technology access for both students and teachers. Open educational resources will support content knowledge and virtual experiences for students. (e18-20)

(b)Collaboration with community arts and culture institutions may lead to course certification. Partnering with Brooklyn College will enable educators to access on-line college courses. Access to an on line learning community will be monitored with posted monthly goals and related benchmarks.(e21)

Weaknesses:

- (a)No weaknesses noted.
- (b)No weaknesses noted.

Reader's Score: 5

Status: Submitted
Last Updated: 08/02/2017 08:35 AM

Status: Submitted

Last Updated: 07/31/2017 11:40 AM

Technical Review

Applicant: Hyde Leadership Charter School Brooklyn (U351C170027)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	10	10
Quality of Project Services		
1. Project Services	25	22
Quality of Project Personnel		
1. Project Personnel	15	15
Quality of the Management Plan		
1. Management Plan	20	19
Quality of the Project Evaluation		
1. Project Evaluation	30	24
Priority Questions		
Competitive Preference Priority		
Leveraging Technology		
1. CPP 1	5	5
Total	105	95

Technical Review Form

Panel #3 - Professional Development for Arts Educators - 3: 84.351C

Reader #2: *****

Applicant: Hyde Leadership Charter School Brooklyn (U351C170027)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

(1) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

(2) 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:

1. The applicant clearly notes that the target population of students to be impacted by the proposed grant program are disadvantaged, in that 92% are cited as being in extreme poverty. The applicant also is able to connect this criterion to arts specifically noting that the target population of students has had very little exposure to the available arts resources. This is a strong indication of a commitment to serving students that are disadvantaged specifically by employing arts education and exposure to local resources. (e16). The applicant also notes the target population is exposed to violence at a higher level than most of their peers in the state, providing further evidence of the disadvantages of the target population of students (e21).

2. The applicant clearly notes there are weaknesses in services by noting less than 33% of the target population is at or above proficiency levels on the state Math and ELA assessments. (e18). The applicant also notes weaknesses in services by indicating all of their students with disabilities are not meeting proficiency rates for any grade or subject, and the general population of students in most cases has performed significantly worse than the state averages, which are already low, with no reported proficiency levels being greater than or equal to 50%. (e23). The applicant also lays out a clear set of objectives that map onto the weaknesses in services noted. This is strong evidence of a need for funding as gaps have been clearly described.

Weaknesses:

1. No weaknesses noted.

2. No weaknesses noted.

Reader's Score: 10

Selection Criteria - Quality of Project Services

1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(1) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

(2) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.

(3) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Strengths:

1. The applicant indicates the proposed project, "Art-Tastic!" is based on interventions that have been scientifically evaluated and proven to provide positive outcomes for students. The applicant also demonstrates an understanding of the research off of which the proposed program will be based. Strategies including divergent thinking approaches, targeted professional development, coaching and online training. These practices are noted by the applicant as effective and supported by partnerships between the United States Department of Education and the National Endowment for the arts. The information provided indicates a thoughtful use of recent knowledge that has been rigorously evaluated and in line with WWC practices. (e30).

2. To demonstrate likely impacts on student achievement, the applicant has laid out specific goals for improvements that are scaled up over time. This information in connection with the applicant's use of practices that have been identified as promising provides clear evidence that there would be a likely benefit to students. (e31). The applicant also has several objectives outside of increasing professional development and improving student achievement including exposure to arts and family engagement.

3. The applicant notes that teachers will be exposed to over 70 hours of professional development, which is considered to be beyond sufficient in terms of the requirement for the duration of professional development hours. (e35). The applicant also notes a full time professional will be hired specifically for this program that will be charged with providing professional development services, which demonstrates a commitment to quality of services. (e35)

Weaknesses:

1. No weaknesses noted.

2. No weaknesses noted.

3. While the description of the proposed Arts Integration Specialist provides some detail, this application could have been strengthened by including more details relating to the qualifications of the proposed specialist. For example, areas such as demonstrated service to the profession (as either an artist or as an individual with direct experience working in an arts related field in addition to just academic qualifications), and other qualifications. Additionally, a position of this level of importance for the proposed project should be filled by an individual with more than three years of experience in delivering training to classrooms, or this qualification could be addressed with an alternative criteria such as several years of experience delivering any form of instruction in an arts related field, or a Masters Degree that is in some way specifically targeted at professional development delivery.

Reader's Score: 22

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 factors:

(1) The qualifications, including relevant training and experience, of key project personnel.

(2) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Strengths:

1. The applicant notes a clear policy relating to the recruitment of professionals with minority and low-income backgrounds and notes that this practice helps to make strong relationships with students with similar characteristics. (e12) This is clear evidence of the applicant's overall commitment to the general nature of this criterion. Additionally, the proposed project director has the relevant educational background and experience to deliver the proposed services. (e40). The proposed qualifications of the Tech Specialist are also very clear and relevant to assure this person will be able to provide the services necessary for this program.
2. The applicant indicates a partnership with an external evaluator that has the relevant educational background and experience to assist with evaluation. Additionally, the applicant notes strong partnership with local museums and Brooklyn College, all of which have among the highest level of relevance and resources to meet the needs of this contract.

This criterion was thoroughly discussed and my score reflects my personal assessment of this section.

Weaknesses:

1. No weaknesses noted.
2. No weaknesses noted.

This criterion was thoroughly discussed and my score reflects my personal assessment of this section.

Reader's Score: 15

Selection Criteria - Quality of the Management Plan

1. **The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**
 - (1) **The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
 - (2) **The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**
 - (3) **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:

1. The applicant provides a comprehensive management plan that includes a timeline with detailed planned activities relating to executing the grant program. The level of detail of this management plan indicates a high level of forethought to ensure the project goals occur as planned. (e42—e52).
2. The applicant has made it clear throughout this application that continuous monitoring and improvement is planned to occur. Specifically, the applicant notes monthly comparisons of student and teacher progress across listed objectives that leverage quantitative and qualitative data made available as a part of the project plan. This demonstrates a strong commitment to continuous improvement in a near real-time framework. (e52).
3. The applicant clearly indicates that the two primary key staff, the project director and the Arts Integration specialist will have high levels of their time committed to this project, 50% and 100%, respectively. This demonstrates a clear adherence to this criterion.

Weaknesses:

1. There is no clear indication of how the applicant will ensure the project remains on budget within the proposed timeline. This application could have been strengthened by including specifically who is charged with keeping the project on budget and indicate plans for addressing budgetary shortfalls that may occur.

2. No weaknesses noted.
3. No weaknesses noted

Reader's Score: 19

Selection Criteria - Quality of the Project Evaluation

- 1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

(1) 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.

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

(3) The extent to which the proposed project is supported by strong theory (as defined in this notice).

Strengths:

1. The applicant indicates throughout that an abundance of rich data quantitative and qualitative data will be collected and leveraged for the purposes of this project. This shows commitment to informed decision making while making use of available measurable outcomes. (e52). The applicant also clearly maps how the data collected relates to the objectives of the program ranging from student to teacher based outcomes. (e56-58).
2. The applicant discusses the use of periodic assessments as measures of observing how intended outcomes are being addressed. The applicant also specifically maps how each outcome has specific data sources that are leveraged periodically, in some cases monthly. (e59-60). The inclusion of this clear information foreshadows how the applicant has planned on obtaining and using relevant data on a periodic basis.
3. The applicant indicates it plans to leverage an external evaluator to conduct evaluative research by leveraging a quasi experimental design. This is good evidence of the intention of the applicant to make use of strong theory to obtain desired outcomes and effectively evaluate them. (e61)

Weaknesses:

1. No weaknesses noted.
2. No weaknesses noted.
3. While the applicant does indicate a quasi experimental design study will be conducted for evaluative purposes, there is no indication which specific model will be used. There are numerous types of quasi experimental designs that can employ a range of statistical methodologies and very different types of data. A strong example would include a proposed statistical model, including specific data/variables used and very clearly indicate who the "control" group is.

Reader's Score: 24

Priority Questions

Competitive Preference Priority - Leveraging Technology

- 1. Projects that are designed to leverage technology through one or more of the following:**

(a) Using high-speed Internet access and devices to increase students' and educators' access to high-quality accessible digital tools, assessments, and materials, particularly open educational resources.

(b) Implementing high-quality, accessible online courses, online learning communities, or online simulations, such as those for which educators could earn professional development credit or continuing education units through digital credentials based on demonstrated mastery of competencies and performance-based outcomes, instead of traditional time-based metrics.

Strengths:

1. The applicant clearly indicates that teachers will access training materials via high speed internet that will be available. This is strong evidence of the applicant's access to high-speed internet as well as smart devices such as tablets, as indicated. (e18). The applicant also states students will use smart devices and/or computers to access available online resources.
2. The applicant lists several online resources that will be leveraged for the purposes of this proposed grant program, including the MoMA Learning site, curriculum resources from the local Metropolitan Museum of Art, Guggenhome curriculum materials, and educator resources from the Brooklyn Museum. The applicant also provides links to these resources demonstrating they are open source. This information demonstrates the applicant's commitment to providing and using online resources. (e19). The applicant also provides evidence of participation in an online learning community, which indicates a well-developed plan to address this priority criterion. (e21).

Weaknesses:

1. No weaknesses noted.
2. No weaknesses noted.

Reader's Score: 5

Status: Submitted
Last Updated: 07/31/2017 11:40 AM

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Technical Review

Applicant: Hyde Leadership Charter School Brooklyn (U351C170027)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	10	10
Quality of Project Services		
1. Project Services	25	22
Quality of Project Personnel		
1. Project Personnel	15	10
Quality of the Management Plan		
1. Management Plan	20	18
Quality of the Project Evaluation		
1. Project Evaluation	30	26
Priority Questions		
Competitive Preference Priority		
Leveraging Technology		
1. CPP 1	5	5
Total	105	91

Technical Review Form

Panel #3 - Professional Development for Arts Educators - 3: 84.351C

Reader #3: *****

Applicant: Hyde Leadership Charter School Brooklyn (U351C170027)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

(1) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

(2) 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:

Charts on pg. e24-e26 identify gaps/strategies/collection tools identified the population in need. The need for the project aligned to the population described within the application.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Selection Criteria - Quality of Project Services

1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(1) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

(2) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.

(3) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Strengths:

Measures shared in grids on e32-e34 support students through the availability of full time arts staff who will receive time in workshops and through online sessions. Strategies for teacher professional development utilize a hybrid method which is current in effective practice. In addition, the investigation of arts integration activities mentioned, along with the example shared, CAPE, highlights a past research exemplary model for inspiration.

Weaknesses:

It is unclear if the arts integration specialist is going to work with only classroom teachers and/or arts certified teachers. The impact and sustainability of the project may be affected if the project does not extend the collaborative work across all staff.

Reader's Score: 22

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 factors:

(1) The qualifications, including relevant training and experience, of key project personnel.

(2) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Strengths:

Employment practices are shared in the application and identify the process of supporting for and supportive practices. The partnerships mentioned show related project organizational interests. This criterion was thoroughly discussed and my score reflects my personal assessment of this section.

Weaknesses:

The professional development providers list does not provide contact leads or backgrounds persons of the organizations who will be involved with the project. There are no specific contact lead personnel information to review experience and backgrounds. Simply sharing an organization's name as the partner does not provide the specific background or knowledge set and skills that an individual lead has to support the project.

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

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

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

(3) 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:

There are detailed activities within a timeline by month with assessment tools listed. An advisory team is in place and made up of arts teachers to support the project work.

Weaknesses:

The management plan lacks some detail in the budget timeline.

Reader's Score: 18

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

(1) 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.

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

(3) The extent to which the proposed project is supported by strong theory (as defined in this notice).

Strengths:

Quarterly evaluation reports with findings and trends for the project are described to support continuous improvement opportunities for the project. The data retrieved from the Advisory Team will support the analysis and reviews over time in the project through multiple measures - logs, teacher surveys, lesson plans, and self-reporting documents. These showcase a multi-prong approach to review the project through quantitative and qualitative means.

Weaknesses:

The grounding theory of evaluation is not apparent in the application.

Reader's Score: 26

Priority Questions

Competitive Preference Priority - Leveraging Technology

1. Projects that are designed to leverage technology through one or more of the following:

(a) Using high-speed Internet access and devices to increase students' and educators' access to high-quality accessible digital tools, assessments, and materials, particularly open educational resources.

(b) Implementing high-quality, accessible online courses, online learning communities, or online simulations, such as those for which educators could earn professional development credit or continuing education units through digital credentials based on demonstrated mastery of competencies and performance-based outcomes, instead of traditional time-based metrics.

Strengths:

There are multiple online resources for participants, including portals, online resources, and open educational materials from partners for participants to use. Course certification is available to participants.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Status: Submitted
Last Updated: 07/31/2017 09:20 PM