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

Technical Review Coversheet

Applicant: D'Youville College (U422B170045)
Reader #3:   **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Quality of Project Design			
1. Quality of Project Design		35	35
Significance			
1. Significance		20	20
Quality of the Management Plan			
1. Quality of Mgmt Plan		20	20
Quality of the Project Evaluation			
1. Quality of Project Eval.		25	25
	Sub Total	100	100
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority			
1. CPP		10	10
	Sub Total	10	10
	Total	110	110

Technical Review Form

Panel #5 - Civics Panel - 2 - 8: 84.422B

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

Applicant: D'Youville College (U422B170045)

Questions

Selection Criteria - Quality of Project Design

1. **In determining the quality of the design of the proposed project, the Secretary considers the following factors--**
    (i) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.
    (ii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.
     (iii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

   Strengths:

   i. The design is well developed. It presents and exceptional approach to the priorities. The design identifies the Buffalo School district as the project site which includes 57% economically disadvantaged students and 76% minority students in the population (pg.4). Furthermore, the design provides for online teacher development, the development of curricula and the practice teaching using the curricula with coaching support. Assessment of impacts is well planned in a thorough evaluation plan. The background for the development of the project is well presented. Appropriate research is cited to support the design (pg. 3,4).

   ii. The collaboration of well selected partners is planned. The partners are identified and include the Division of Citizen Services, the Kaleida Health organization and three other partners. Letters of commitment from the partners are included. College departments are partners in the project as well with specific faculty identified for project involvement identified (pg. 11).

   iii. The proposal uses appropriate up to date knowledge from research to support the design. For example, sources cited include Peske and Gaycick, 2006, Avollos, 2011, Rubin, 2010, and Baker, 2015 (pg.5,6).

   Weaknesses:
   i. None noted.

   ii. None noted.

   iii. None noted.

Reader's Score: 35

Selection Criteria - Significance

1. **In determining the significance of the proposed project, the Secretary considers the following factors:**
    (i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.
    (ii) The importance or magnitude of the results or outcomes likely to be attained by the

proposed project, especially improvements in teaching and student achievement.
   (iii) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

i. The local capacity is likely to be developed as a result of the project. The state requirement of professional development continuing education for teachers will include the course provided as result of this project (pg. 17,18). The training course related to the project is well described. The 2019 Regents new test in Global History and Geography II is directly linked to the content of the project and the teacher development course planned (pg. 1).

ii. The magnitude of the results is significant since better teacher instruction in key area can led to improved student performance on the Regents examination. The use of living laboratory in the 3 week following the summer camp where teacher try out their new lessons with students extends the try-out period and extended mentor ship is provided (pg.21). The curriculum is linked to world problems which increases the magnitude of the project results (pg.22).

iii. The dissemination plan is well developed. The applicant will use its resources to disseminate project results through the annual conference, the website and the Data Day competition (pg. 24). Furthermore, the platform of the project is a public resource and the grant content will be linked to the Regent Task Models.

Weaknesses:

i. None noted.

ii. None noted.

iii. None noted.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. **In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**
   (i) 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.
   (ii) 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:

i. The management plan is sound. The Co-Directors are identified and have extensive, related experience in similar work to that of this project. Their duties are detailed and appropriate such as oversight of the fiscal work of the grant. The staff includes a Project Manager with detailed duties identified for this role. An Advisory Board which meets three times per year will guide the project implementation. The role of the Board is identified and appropriate. The project time line provides tasks linked to the person responsible for task completion (pg. 30-32). The project team will review project progress and assessment result regularly (pg. 28-30). Support from key college offices is identified and important for project success. The Co-Directors meet regularly with the Vice President and the Dean to report on project progress to goal attainment. The project costs are reasonable.

ii. The Co-Directors are working .27 FTE on the project and all other key staff are working 100% time on the project. This is sufficient for the scope of the project (pg.30).

Weaknesses:

i. None noted.

ii. None noted.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. **In determining the quality of the evaluation, the Secretary considers—**
(i) 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.
(ii) The extent to which the methods of evaluation will provide performance feedback and
permit periodic assessment of progress toward achieving intended outcomes.

Strengths:

i. The evaluation plan is well developed. Data collection methods include interview, focus groups and observations. The timeline for the plan is appropriate. Furthermore a logic model that is detailed with identified problems linked to activities a time line as well as short and long term objectives strengthens the plan (p.44). The evaluation plan links the objectives of the project to data collection staff responsible for task completion as well as due dates for task completion and measures of completion. (pg.38, 39). The outcomes are stated in measurable terms. For example, for objective 1 15 teachers will self-report regarding attitude change as result of the project participation. It is expected that 87% of those responding will report a positive attitude change (pg.39). Student achievement is to be tracked. It is expected that 75% of the participating students will show skill acquisition resulting from project participation. Project based assessment and the use of pre and post tests are well planned. The staff is experienced in evaluation of similar projects. Evaluators will conduct teacher interviews, attend workshops and conduct focus groups as part of the plan (pg. 44).

ii. Periodic assessment is well planned. Reports on progress are provided semi annually and annually. The Co-Directors will assess the reports and provide direction for implementation based on the reports. All professional envelopment activities will be assessed. Performance feedback is well planned. Outcomes are stated in measurable terms (pgs. 43, 44).

Weaknesses:

i. None noted.

ii. None noted.

Reader's Score: 25

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

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 digital tools, assessments, and materials that are

aligned with rigorous college- and career-ready standards;

(c) 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; and

(d) Using data platforms that enable the development, visualization, and rapid analysis of data to inform and improve learning outcomes, while also protecting privacy in accordance with applicable laws.

Strengths:

a. The project enables teachers to be trained in the use of the SaaS platform. This gives teachers access to high quality digital tools and materials including Open Educational Resources

b. The project meets the demands of the Social Studies Standards. The teacher training provided will enable students to be prepared for the 2019 new Regents Exam in Global History and Geography.

c. The online PD course related to the project will likely become part of the course provided for the New York State requirement for teachers of 100 hours of PD every 5 years.

d. The teachers will create instructional experiences using open source data to collect and analyze data and create "big data" visualizations.

Weaknesses:

a. None noted.

b. None noted.

c. None noted.

d. None noted.

Reader's Score: **10**

Status: Submitted
Last Updated: 09/15/2017 03:33 PM

Technical Review Coversheet

Applicant: D'Youville College (U422B170045)
Reader #1: **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Quality of Project Design			
1. Quality of Project Design		35	35
Significance			
1. Significance		20	20
Quality of the Management Plan			
1. Quality of Mgmt Plan		20	20
Quality of the Project Evaluation			
1. Quality of Project Eval.		25	25
	Sub Total	100	100
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority			
1. CPP		10	10
	Sub Total	10	10
	Total	110	110

Technical Review Form

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

Applicant: D'Youville College (U422B170045)

Questions

Selection Criteria - Quality of Project Design

1. **In determining the quality of the design of the proposed project, the Secretary considers the following factors--**
    (i) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.
    (ii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.
     (iii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

   Strengths:

   D'Youville College evinces an exceptional approach to improve teaching and learning of civics.

   This "teacher-driven" inquiry-based professional development approach states clear objectives; the ability to seamlessly work with teachers, students, and the community to build in a Civic Participation/Action component, teach the principles in Social Studies while learning how teaching spatial skills. Teachers and students who participate will acquire the knowledge and application of a powerful, cutting edge technology – GIS.

   The research cited and the needs defined are current, relevant, and respect for teachers as professionals is evident in this project design. The number of teachers expected to participate is very manageable and realistic. Teachers will receive a stipend for participating and will also fulfill their state-mandated continuing education requirements in the process.

   The phases and sequence of the activities hold the promise of deeper learning, not only for the teachers but for the students as well.

   There are knowledgeable experts, including a few organizations listed that will be incorporated into the civic component. The volunteer mentors available to support with the technology bring in a strong industry/classroom connection. The university is also strong lead because it is certified to provide teacher professional development.

   Weaknesses:

Reader's Score: 35

Selection Criteria - Significance

1. **In determining the significance of the proposed project, the Secretary considers the following factors:**
    (i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.
    (ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.
    (iii) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

    Strengths:

This project values teachers' attitudes and their time; this is a basis to ensure teacher-enthusiasm and buy in. Teachers will be supported and mentored throughout, as there are high-level industry experts involved in this project. These components of the project are a cornerstone to build local capacity for both teachers and students.
Teachers will learn GIS technology and how to incorporate it into their social studies classrooms.
Having students "map" their communities and "tell a story" using GIS technology will definitely strengthen student interest when they are able to put these skills to a practical use.
There is also a collaborative component and support for both teachers and students by mentors and coaches that will likely engage and fortify students' knowledge and prepare them for the upcoming changes in the NY State tests in Global History and Geography.
A project like this can expand throughout the State of New York, and because of the professional affiliations of those involved in this project, it can be shared with others throughout the country.

    Weaknesses:

Reader's Score: **20**

Selection Criteria - Quality of the Management Plan

1. **In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**
    (i) 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.
    (ii) 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 management plan is precise, specific, and the duties of those involved are clearly defined, as are the timelines and milestones.

Additionally, the time commitments and what is expected of all within a certain timeframe are also well-articulated.

Weaknesses:

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. **In determining the quality of the evaluation, the Secretary considers—**
   (i) 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.
   (ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

   Strengths:

   The evaluation is ongoing. The program objectives are clearly defined and the evaluation will measure the progress toward those objectives. There are various measurement tools involved: formative, summative, quantitative and qualitative. The data will be shared with the advisory committee with the goal of adjusting when necessary and ensuring the best methods to achieve the goals.
   Project staff is experienced in data collection and analysis. There will also be an external evaluator who has had extensive experience evaluating grants of this nature.
   The feedback provided to the advisory group and used to continuously improve is a powerful way to use the information garnered.

   Weaknesses:

Reader's Score: 25

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

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 digital tools, assessments, and materials that are aligned with rigorous college- and career-ready standards;

   (c) 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; and

   (d) Using data platforms that enable the development, visualization, and rapid analysis of data to inform and improve learning outcomes, while also protecting privacy in accordance with applicable laws.

Strengths:

Teachers will be trained to use "cloud-based SaaS GIS platforms to increase usage among teachers and students." An online platform will be used so that participants can communicate during the project. This platform will also serve as a public resource for curriculum.

Weaknesses:

Reader's Score: **10**

Status: Submitted
Last Updated: 09/15/2017 06:02 PM

Technical Review Coversheet

Applicant: D'Youville College (U422B170045)
Reader #2: **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Quality of Project Design			
1. Quality of Project Design		35	32
Significance			
1. Significance		20	19
Quality of the Management Plan			
1. Quality of Mgmt Plan		20	18
Quality of the Project Evaluation			
1. Quality of Project Eval.		25	20
	Sub Total	100	89
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority			
1. CPP		10	10
	Sub Total	10	10
	Total	110	99

Technical Review Form

Panel #5 - Civics Panel - 2 - 8: 84.422B

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

Applicant: D'Youville College (U422B170045)

Questions

Selection Criteria - Quality of Project Design

1. **In determining the quality of the design of the proposed project, the Secretary considers the following factors--**
    (i) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.
    (ii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.
    (iii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

   Strengths:

   Use of two week workshops for teachers with follow up two week "camp" for students and teachers is strong (Phases I and II). Additionally, follow up during the school year, supported by GIS volunteers and community partners encourage application.

   Teachers have opportunities to gain knowledge in content and technology, and to apply that knowledge with students in summer before an additional opportunity during the academic year.

   Collaborators, diverse by content and expertise, (GIS and data analysis experts, community agencies, university faculty) are included. Contacts have been made with some collaborators who have submitted letters of support. Meetings throughout the year with stakeholders allow for changes in approach or product on an ongoing basis.

   A final presentation/conference of projects to stakeholders provides a public assessment.

   A review of the research literature on geographic thinking, civic education and professional development models underpins the proposed project. Combined, the cited research makes the argument for the approach proposed.

   Weaknesses:

   Not clear how volunteer mentors will be recruited. Reliance on volunteers makes it important to have a particularly strong section clarifying the source of volunteers and some assurance of their participation.

Reader's Score: 32

Selection Criteria - Significance

1. **In determining the significance of the proposed project, the Secretary considers the following factors:**
    (i) The extent to which the proposed project is likely to build local capacity to provide,

improve, or expand services that address the needs of the target population.
   (ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.
   (iii) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

 Strengths:

 Providing teachers time in summer workshops to gain knowledge and technology skills is a key component of this proposal, encouraging additional engagement of teachers and students.

 Teacher driven professional development topics for further examination.

 Teachers are paid for learning and developing curriculum and integrating modules into an existing curriculum.

 Collaboration with partners increases likelihood of success of this approach.

 Potential for collaboration with NY Regents in developing materials for 2022 area in Global History and Geography II is noted.

 End of Phase III provides additional resources, as well as teachers with expertise available to become mentors, increasing chances for continuation.

 Weaknesses:

 Though the addition of this workshop approach is key to "scaling up" this proposal, no evidence is provided to support the assumption that this type of Professional Development will be included in offerings available to all NY teachers. What are the requirements for such inclusion and what are the chances of such availability being achieved?

Reader's Score: **19**

Selection Criteria - Quality of the Management Plan

1. **In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**
   (i) 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.
   (ii) 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:

 Co-PIs are identified and are well qualified in knowledge, technology, evaluation.

 Additional personnel, while not hired, have roles that are defined clearly.

 Establishment of an advisory board generally works well to include all stakeholders and keep them engaged in the project as it unfolds.

 Use of charts to outline goals, courses, roles are very helpful in understanding this proposal

Weaknesses:

Information on volunteer roles and hours would strengthen the application.
While the Manager is tasked with bringing teachers and students into the project, the responsibilities of the mentors during the "camps" and the school year are less detailed.

Reader's Score: 18

Selection Criteria - Quality of the Project Evaluation

1. **In determining the quality of the evaluation, the Secretary considers—**
   (i) 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.
   (ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

   Strengths:

   Multiple data sources possible (summer sessions, civic engagement projects, surveys, interviews, etc.)

   Methods largely address the objectives/phases of the proposed project method and expected outcomes in percentage change.

   Grids make evaluation process clear.

   Weaknesses:

   While everyone is listed in data gathering grid, it is not clear if there are specific individuals responsible for the data gathering.
   Who creates the instruments for the surveys, focus groups, interviews, classroom observations?
   Are community partners surveyed? How is FOI rubric used?
   Is there any evaluation of the final presentations of the community partnership projects?

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

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

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(c) 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; and

(d) Using data platforms that enable the development, visualization, and rapid analysis of data to inform and improve learning outcomes, while also protecting privacy in accordance with applicable laws.

Strengths:

(a)   GIS use as basis for developing a way to increase civic engagement
(b)   Standards are integrated with NY standards that are addressing new Regents areas.
(c)   Teachers can achieve "Certificate for Geo-spatial Curriculum Design"
(d)   There is a clear process by which data gathered in first years of grant will inform following years and inform teachers in classroom settings over the years of the grant.

Weaknesses:

None

Reader's Score: **10**

Status:	Submitted
Last Updated:	09/15/2017 02:18 PM