

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

Status: Submitted

Last Updated: 04/29/2010 08:20 PM

Technical Review Coversheet

Applicant: Newark Public Schools -- , (U351D100145)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	12
Significance		
1. Significance	10	10
Quality of Project Design		
1. Project Design	25	23
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	20	10
Quality of the Project Evaluation		
1. Project Evaluation	20	17
Sub Total	100	80
Total	100	80

Technical Review Form

Panel #2 - Panel - 2: 84.351D

Reader #1: *****

Applicant: Newark Public Schools -- , (U351D100145)

Questions

Selection Criteria - Need for Project

1. Your comments and scores should address the following criteria:
 - (a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.
 - (b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

General:

Strengths

The applicant states that 79.5% of the population qualify for free and reduced lunch and students in grades 2 and 3 are failing in literacy. Furthermore, the applicant defines the gaps and weaknesses as a lack of systemic collaborations amongst art educators and teachers especially in low performing schools. Additionally, the low performing schools are at further risk because there is a lack of standard of practices and the program is not tied to the district's curriculum.

Weaknesses

While there is information presented to indicate that students are failing in literacy, there is not enough comparative data to support discrepancies amongst various populations.

Reader's Score: 12

Selection Criteria - Significance

1. Your comments and scores should address the following criteria:
 - (1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

General:

Strengths

The applicant proposes to develop a curriculum, team teaching guide to establish a classroom model of integrated arts in reading and writing. The applicant provides evidence of up-to-date literature specific to the needs to be addressed by the project. Capacity building will be supported by the development of a model demonstrating district and community-based external partner collaborations, the affects of direct classroom instruction and the affect of teacher practice and outcomes.

Weaknesses

None noted.

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. Your comments and scores should address the following criteria:

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**
- (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**
- (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

General:

Strengths

The applicant provides goals and objectives for the project that are aligned with the school districts objectives. The applicant provides research based information that supports the need for an integrated arts curriculum for young learners to improve communication skills. The applicant will offer professional development for teachers during the summer and school day. On-site modeling, practice and feedback strategies will be utilized and capacity building efforts will occur through the phasing in of the project from school, district to state level.

Weaknesses

Although there is discussion regarding the frequency of professional development of teachers the applicant fails to define the frequency of classroom instruction for students.

Reader's Score: 23

Selection Criteria - Quality of Project Personnel

- 1. Your comments and scores should address the following criterion:**
- (1) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**
 - (2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.**

General:

Strengths

The applicant will hire a project director to manage the day-to-day operations and the project will have two co-directors. The applicant provides the qualifications of the museum personnel who will support the project.

Weaknesses

The applicant does not clearly define the need for two project directors nor is there any information provided to distinguish their roles and responsibilities. The applicant does not clearly define how they will recruit and hire persons from underrepresented persons.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

1. Your comments and scores should address the following criteria:

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

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

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

General:

Strengths

The applicant provides a timeline and milestones with roles and responsibilities. The roles and responsibilities are reasonable for the project activities.

Weaknesses

The applicant does not define the frequency of services to be offered to the students. The applicant does not provided the time commitment of the co-directors, principals or superintendents who are listed as part of the personnel associated with the project. Additionally, there is no plan of action to provide ongoing feedback to stakeholders.

Reader's Score: 10

Selection Criteria - Quality of the Project Evaluation

1. Your comments and scores should address the following criteria:

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

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

General:

Strengths

The applicant will hire an independent evaluator to evaluate the project. The project will be evaluated through random sampling of students and data collection utilizing baseline information and benchmarks to evaluate student/teacher progress. The use of classroom observations, class records, reading achievement and other information will be used as evaluation methods.

Weaknesses

The applicant does not provide a timeline for data collection and ongoing feedback to stakeholders.

Reader's Score: 17

Status: Submitted

Last Updated: 04/29/2010 08:20 PM

Status: Submitted

Last Updated: 04/28/2010 03:12 PM

Technical Review Coversheet

Applicant: Newark Public Schools -- , (U351D100145)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	13
Significance		
1. Significance	10	10
Quality of Project Design		
1. Project Design	25	22
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	20	13
Quality of the Project Evaluation		
1. Project Evaluation	20	16
Sub Total	100	82
Total	100	82

Technical Review Form

Panel #2 - Panel - 2: 84.351D

Reader #2: *****

Applicant: Newark Public Schools -- , (U351D100145)

Questions

Selection Criteria - Need for Project

1. Your comments and scores should address the following criteria:

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

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

General:

1a

The proposed project will address the pervasive need of students in grades two and three whose literacy skills are identified as below average (page 1). Sixty percent of the district's second grade classes failed to meet the 80% passing benchmark in the spring of 2009 administration of the Developmental Reading Assessment (DRA) (page 2). Additionally, only 40.4 percent of grade three students performed at a proficient level in language arts literacy in the spring 2009 administration of the state assessment.)

1b

The proposed project will address the stagnant achievement of students in grades two and three. Skills in need of improvement include sequencing, comprehension, making inferences, responding to open-ended questions, and using descriptive language and grade-level vocabulary. The project will address each skill area through a targeted, integrated visual arts education approach where classroom teachers and the arts educator will collaborate in lesson planning and implementation (pages 5 and 6). Model integrated lesson plans of visual arts in the language arts literacy curriculum will be developed beginning in grade two, along with sustained professional development, including in-class support, to promote team planning and team teaching. A collaborative network of community partners, specifically museum educators, will support professional development (pages 6 and 7).

Weaknesses:

1a

The applicant fails to identify which schools in the district will participate in the project.

1b

No weaknesses noted.

Reader's Score: 13

Selection Criteria - Significance

1. Your comments and scores should address the following criteria:

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

other settings.

General:

2a

The applicant demonstrates the development of products resulting from the project (pages 9-11).

A complete curriculum set will be developed, including a team teaching guide for the collaboration of professionals; visual resources; recommended age-appropriate children's books; lessons plans and related extension resources. The curriculum set will allow for the establishment of a model classroom where the visual arts are integrated into reading and writing instruction. The curriculum will be available on-line and through mass-produced CD-ROMs. Success if the project is built upon the knowledge, expertise, and resources of collaborating partners (page 12).

Weaknesses

2a

No weaknesses noted.

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. Your comments and scores should address the following criteria:

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
- (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

General:

Strengths:

3a

The applicant presents a variety of research-based literature that is adequate to support the arts integration model proposed in the project (pages 12- 18). The project is aligned with the District's curriculum objectives, which are aligned with the curriculum content standards set by the state. The project design is based on the key organizing principles set forth by research: standards-based and strategy based; integrating visual arts into literacy education; professional collaboration, practice-based professional development; and phased-in implementation (page 13). Studies described are adequate to support the research base for the project (page 14).

3b

The applicant demonstrates that the project is part of a comprehensive improvement effort (page 18). The project is aligned with goals outlined in the District's Five-Year Strategic Plan. It will support and enhance the district's efforts to meet the established goals in leading students to achieving core curriculum standards in visual arts and language arts/literacy, and in keeping the strategic plan.

3c

The project provides a sufficient demonstration of how the project will build capacity for continuation (pages 19-20). The project is designed to build capacity within participating schools and in the school district to preserve the project experience for replication across additional second and third grade classrooms. Capacity will be built via a phased in implementation of the project. Arts and classroom teachers will develop collaborative relationships, participants will be introduced to the purpose and process of arts integration, appropriate activities will support skills and knowledge in a

content-related reading/language arts/literacy curriculum, and data collected will guide the project. Consistency with district goals and state and national standards will help build district capacity and deliver results beyond grant funding.

Weaknesses:

3a

The applicant does not describe research that contains impact data on arts integration to enhance academic achievement in the project or in other settings.

3b

No weaknesses noted.

3c

No weaknesses noted.

Reader's Score: 22

Selection Criteria - Quality of Project Personnel

- 1. Your comments and scores should address the following criterion:(1) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.**

General:

Strengths

4a

No strengths noted.

4b

The applicant identifies key personnel assigned to work on the project, including co-project directors (pages 21-26). A part-time project manager will also be hired (page 25). Individuals identified to work with the project, visiting artist are well qualified and experienced as evidenced by the description provided and the resumes in the Appendix. Specific areas of expertise include language arts literacy, instructional leadership, museum education, and other arts related areas.

Weaknesses

4a

The applicant does not provide a description of how it will encourage applications for employment from persons who are members of groups that have traditionally underrepresented.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

- 1. Your comments and scores should address the following criteria:
(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing**

project tasks.

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

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

General:

Strengths

5a

The applicant provides an adequate management plan that contains major project activities, with goals aligned timelines, person(s) responsible, and milestones to help guide accomplishment of tasks for the proposed project (pages 26-31). The plan is appropriate to guide the program. Project activities will be adjusted accordingly in years 2-4 of the project.

5b

The applicant provides a description of time devoted to the project (page 31-32, and Budget Narrative). The project directors will commit 100% of their time to internal administration of the project, including programmatic issues with relevance across activities and sites.

Weaknesses

5a

No weaknesses noted.

5b

The applicant does not provide information on the time commitment of participating teachers and visiting artists on the project.

Reader's Score: 13

Selection Criteria - Quality of the Project Evaluation

1. Your comments and scores should address the following criteria:

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

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

General:

Strengths

6a

The applicant outlines an appropriate evaluation framework to measure the project (pages 32-42). An outside evaluator will be hired to help measure the arts integration initiative. An experimental design with comparison groups will be employed to determine if strategies for arts integration result in higher student achievement. Three clearly specified research questions are outlined to guide the evaluation. The independent evaluator and assigned staff will collect and process information from both arts and educators and literacy teachers to measure the arts integration curriculum. A plan to address variables, when they will be collected and what evaluation instrument will be used is outlined and is appropriate to the evaluation (page 38).

6b

The applicant provides a reasonable explanation of how the project will provide feedback and continuous improvement (page 32). The independent evaluator will carry out a formative evaluation to provide critical support for project management, and allow for ongoing assessment of project implementation to identify situations that need immediate

attention and to make necessary adjustments for program improvement.

Weaknesses

6a

No weaknesses noted.

6b

The applicant does not elaborate on the methods to be used in the informative evaluations that will provide information on the project for review.

Reader's Score: 16

Status: Submitted

Last Updated: 04/28/2010 03:12 PM

Status: Submitted

Last Updated: 04/28/2010 01:51 PM

Technical Review Coversheet

Applicant: Newark Public Schools -- , (U351D100145)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	13
Significance		
1. Significance	10	10
Quality of Project Design		
1. Project Design	25	22
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	20	13
Quality of the Project Evaluation		
1. Project Evaluation	20	16
Sub Total	100	84
Total	100	84

Technical Review Form

Panel #2 - Panel - 2: 84.351D

Reader #3: *****

Applicant: Newark Public Schools -- , (U351D100145)

Questions

Selection Criteria - Need for Project

1. Your comments and scores should address the following criteria:

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

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

General:

Strengths

Using the results of the Developmental Reading Assessment, the New Jersey Assessment of Skills and Knowledge and Free/Reduced Lunch Eligibility, Newark has identified reading and writing literacy as the major need in grades 2-3 (p1-6). Twenty six elementary schools out of fifty demonstrate major risk of failure (p2). The weaknesses to be addressed are also part of the new Great Expectations: 2009-2013 Strategic Plan by the new Newark Superintendent (p5).

Weaknesses

Newark has not determined which 13 Of the 26 elementary will participate in this project (p1-4).

Reader's Score: 13

Selection Criteria - Significance

1. Your comments and scores should address the following criteria:

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

General:

Strengths

Collaboration among classroom LAL teachers, arts educators, and Newark cultural institutions should yield positive results (p9) since assets of each partner will be tapped (p9-10). During the development of this project, the Newark Museum educators gathered research from national museum organizations indicating a need for additional projects and further research into the impact and connections of early language arts to use of museum collections (p11). Two exemplary programs were included.

Weaknesses

No weaknesses were noted.

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. Your comments and scores should address the following criteria:

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
- (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

General:

Strengths

Multiple research sources supported: standards-based and strategy-based principles; integration of visual arts and literacy education; professional collaboration with practice; and phased in implementation (p13). Research spanned the arts, best practices, and multiple studies (p13-17). Phased in implementation and professional development will allow school personnel absorption of new curricular practice (p17-18). Newark has based this model on New Jersey and local academic standards. Time is allowed for teachers and principals to develop their own instruction, build collaborative partnerships with the art specialist within their own school, and thoughtfully make modifications (p19-20).

Weaknesses

Discussion of funding beyond federal support would strengthen this section.

Reader's Score: 22

Selection Criteria - Quality of Project Personnel

1. Your comments and scores should address the following criterion:
- (1) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
 - (2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.

General:

Strengths

An outstanding group of project personnel is discussed. Each is accomplished within their own discipline (p21-26). The Newark Museum personnel are discussed and the Project Manager will be employed by the Museum (p24-26).

Weaknesses

None are noted.

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

1. Your comments and scores should address the following criteria:

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

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

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

General:

Strengths

The district infrastructure is described and appears to respect the individual schools time for professional development (p22-23). Appropriate goals, objectives, activities, responsibilities, timelines, and milestones address the identified needs (p27-29). Meetings of the school based collaborative team will be supported by the principal and the project manager (p31).

Weaknesses

The two Project Directors have no responsibilities within the management plan (p27-30). Evaluation feedback for improvement needs more attention (p32).

Reader's Score: 13

Selection Criteria - Quality of the Project Evaluation

1. Your comments and scores should address the following criteria:

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

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

General:

Strengths

A general experimental evaluation design to answer three research questions (p33) is included. Five tasks outline the content for the RFP to evaluate this project (p34-42). Overall, these complement the goals and objectives.

Weaknesses

Since the selection of the evaluator and the methods are not definite, this section is not thorough.

Reader's Score: 16

Status: Submitted

Last Updated: 04/28/2010 01:51 PM