

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

Status: Submitted

Last Updated: 08/21/2015 12:06 PM

Technical Review Coversheet

Applicant: Long Beach Unified School District (U215H150098)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Quality of Project Design	45	44
Quality of the Management Plan		
1. Quality of Mgmt. Plan	15	15
Sub Total	80	79
Total	80	79

Technical Review Form

Panel #9 - Skills for Success Panel - 9: 84.215H

Reader #1: *****

Applicant: Long Beach Unified School District (U215H150098)

Questions

Selection Criteria - Significance

1. In determining the significance of the project, the Secretary considers the following factors:

(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.

(2) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

(3) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

Strengths:

The applicant proposes to expand and enhance its existing and successful STEM-focused college and career readiness exploration program (p.2). The applicant proposes to produce non-cognitive skill modular lesson plans, Future-ready portfolios focused on relationships; Learner centered professional development modules; classroom strategies and activities with its partner Jobs for the Future (JFF) and proposes to develop and test tools and processes that will be implemented in a variety of contexts that will ultimately be replicable nationwide (p. 3).

The applicant proposes to expand its current PFPS curriculum to the proposed project and indicates that its program partner, JFF has developed tools and guides to help teachers make research findings "usable" in the classroom (p.6).

The applicant also proposes to develop multimedia assessments for students and teachers focused on non-cognitive skills (p. 7). This is a great use of available technology.

Weaknesses:

No weaknesses noted

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. In determining the quality of the proposed project design, the Secretary considers the following factors:

(1) The extent to which the proposed project is supported by Strong Theory.

(2) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

(3) The extent to which the proposed activities constitute a coherent, sustained program of research and development in the field, including, as appropriate, a substantial addition to an ongoing line of inquiry.

(4) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

Strengths:

The applicant provides a strong logic model. The project is supported by theory and research of Nagaoka et al. The applicant's PFPS curriculum is adaptable to a variety of settings (i.e. afterschool, camp, and summer bridge programs, p. 10). The applicant cites that the PFPS has received positive feedback and accolades from a lead writer of Next Generation Science Standards (p.10)

The applicant's partnership with JFF shows promise for national networking and sharing of findings and resources through its "Students at the Center" network (p.6). The applicant has identified several achievement indicators that will serve as the foundation for the qualitative and quantitative data to be analyzed by the research partner and proposes to address the non-cognitive skills of: group-based identity development and emerging mindsets through project-based STEM activities and peer engagement, thus advancing the field with non-cognitive strategies in teaching and learning (p.11).

Student and teacher feedback will be embedded into professional development activities. The applicant also proposes to host "Improvement Institutes" twice per year (p. 17).

Weaknesses:

It is not clear what theory is being referenced on p. 8 - "the rationale for this grant incorporates the current research base for non-cognitive skill development, middle school teaching and learning, and STEM project-based learning." A reference would have strengthened this section.

Reader's Score: 44

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:

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

(2) 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.

(3) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

The applicant offers a multilayered feedback loop comprised of top-down administration to teachers and students. Monthly and quarterly meetings will provide opportunities for monitoring, evaluation, and refinement (p. 15). The applicant and its partners also propose to host a twice-yearly Improvement Institute (p.17) to examine all aspects of student data and close content gaps. The applicant and its partners have demonstrated a strong history of successful partnership that

is likely to be sustained (p. 14-17).

The applicant provides a comprehensive management plan that details the applicant's intended milestones and responsibilities over the project period as outlined in the logic model on p. 18-19.

Weaknesses:

No weaknesses noted

Reader's Score: 15

Status: Submitted
Last Updated: 08/21/2015 12:06 PM

Status: Submitted

Last Updated: 08/23/2015 12:24 PM

Technical Review Coversheet

Applicant: Long Beach Unified School District (U215H150098)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	19
Quality of Project Design		
1. Quality of Project Design	45	44
Quality of the Management Plan		
1. Quality of Mgmt. Plan	15	15
Sub Total	80	78
Total	80	78

Technical Review Form

Panel #9 - Skills for Success Panel - 9: 84.215H

Reader #2: *****

Applicant: Long Beach Unified School District (U215H150098)

Questions

Selection Criteria - Significance

1. In determining the significance of the project, the Secretary considers the following factors:

(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.

(2) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

(3) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

Strengths:

The applicant describes at least six products that will be developed. (3-5) These will be readily usable across a variety of settings, and will provide detail and support through teacher professional development, as well as assessment of progress tools. They describe how they can be adapted to a variety of settings.

One of the partners has an established track record for distribution of developed educational products to schools nationwide. (5) The applicant states that there is already interest in the products from this project.

The applicant clearly states that this project is intended to build on an existing model that has had success. (2) They explain how with the help of their partners they will strengthen the products using new strategies.

A unique aspect of the project is that they will explicitly teach non-cognitive skills but also provide opportunities to apply them in context. (6) The focus of JFF appears to be readily usable classroom tools for teachers that are based on sound research and theory.

The applicant demonstrates how their project will build on existing theories to add knowledge and enhance practice in the field. (7-8)

Weaknesses:

The applicant repeats, verbatim, the Abstract in the first page of the narrative. (2)

Reader's Score: 19

Selection Criteria - Quality of Project Design

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(1) The extent to which the proposed project is supported by Strong Theory.

(2) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

(3) The extent to which the proposed activities constitute a coherent, sustained program of research and development in the field, including, as appropriate, a substantial addition to an ongoing line of inquiry.

(4) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

Strengths:

The applicant discusses how their project is built on strong theoretical foundations. (8) It borrows from established existing curriculum, standards and practice.

The logic model presented succinctly summarizes the narrative presented in the significance section. (9) It does not add new, confusing information, but sequentially and logically presents what has been discussed so far.

The applicant addresses the absolute priorities of the project in thorough and competent manner, discussion how they will add to the current experience of all their middle school students as well as focus to fully include their students of high need. (11-12) Their definition of high need is inclusive, ensuring these populations will receive particular attention.

In discussing how this project will be a coherent, sustained program of research and development, the applicant does a skillful job of presenting a summarized version of the evaluation plan, including who will do the evaluation. (12-14) Additionally, they discuss their other partner's recent research and development activities in the field.

The applicant describes how performance feedback will be integrated into the program design at several levels of the project, starting with student-student and teacher-teacher feedback up to feedback to leadership. (14) They also reference other sections of the proposal relevant to this criterion.

Weaknesses:

The applicant does not summarize the theoretical foundations presented in the previous section here. (8)

Reader's Score: 44

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:

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(2) 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.

(3) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

The applicant describes and illustrates the methods for ensuring performance feedback for the purpose of continuous project improvement throughout the grant cycle. (14-17) They describe a yearly sequential process for increasing efficiency, capacity and finally sustainability. The applicant describes the positions responsible for various aspects of the project and specifically how they will monitor project progress and movement toward goals through specific, regular deliverables.

The applicant discusses the global management responsibilities for the project and clearly presents, in chart format, the sequential activities, responsibilities, timelines and milestone markers for the project. (17-19)

The applicant, throughout the narrative to this point, has done a good job of presenting the strengths and competencies of each of the project partners. They also described a history of successful collaborative endeavors. In this section they discuss how each of the partners adds value and relevance to the project is committed to the success of the project.

Weaknesses:

None noted.

Reader's Score: 15

Status: Submitted
Last Updated: 08/23/2015 12:24 PM

Status: Submitted

Last Updated: 08/24/2015 10:57 AM

Technical Review Coversheet

Applicant: Long Beach Unified School District (U215H150098)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	19
Quality of Project Design		
1. Quality of Project Design	45	44
Quality of the Management Plan		
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Technical Review Form

Panel #9 - Skills for Success Panel - 9: 84.215H

Reader #3: *****

Applicant: Long Beach Unified School District (U215H150098)

Questions

Selection Criteria - Significance

1. In determining the significance of the project, the Secretary considers the following factors:

(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.

(2) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

(3) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

Strengths:

The applicant has proposed a program that will expand their existing Long Beach Scholars program and add a non-cognitive development and STEM focus. LBS2.0 will provide an array of innovative, high utility and readily accessible products that support non-cognitive skill development and improved student outcomes in middle grades (16-17). They have listed the new proposed components as: Modules on Non-Cognitive Skills, and for Content Teachers, Future-Ready Portfolio, Learner-Centered Professional Development modules, Implementation Manuals and Teacher Guides, Measurement Tools, Communications tools and processes. (16-17)

Weaknesses:

The applicant has not given adequate descriptions regarding the need of their product or its usability. They have not adequately explained the rationale for non-cognitive development with a STEM emphasis (16-17). They have not adequately explained academic needs or how non-cognitive development will improve existing challenges within their targeted area. (26)

The applicant has stated that their products will be modules, customized to math, language arts and science areas, but have not explained how this will be accomplished, how other systems can benefit from their program or how these modules will have a greater impact than their previous LBS program. (17)

Reader's Score: 19

Selection Criteria - Quality of Project Design

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(2) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

(3) The extent to which the proposed activities constitute a coherent, sustained program of research and development in the field, including, as appropriate, a substantial addition to an ongoing line of inquiry.

(4) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

Strengths:

The applicant has adequately described feedback initiatives and has explained dissemination activities that will facilitate further research and development in increasing non-cognitive skills. They have noted the frequency of feedback and stated that they will analyze student data, samples of student work and notes from quarterly reviews. (31) They have adequately described the design of their model and have listed methods like developing student modules on non-cognitive development and teacher development. These tools could be a successful addition to other schools and their initiatives to develop non-cognitive programs.

Weaknesses:

The applicant has not described a student remediation plan if program outcomes do not meet planned expectations. (16-17)

Reader's Score: 44

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:

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(2) 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.

(3) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

The applicant has noted the commitment of their partner, Jobs for the Future, for curriculum development, piloting, testing and refining activities. They have detailed their management plan which shows responsibilities among staff and shows adequate organizational capacity and ability to manage this program. (32) The applicant has detailed continuous improvement initiatives and it includes relevant staff, partnerships and data monitoring that will ensure that program objectives are met. (32)

Weaknesses:

There are no weaknesses noted.

Reader's Score: 15

Status: Submitted

Last Updated: 08/24/2015 10:57 AM

