

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

Status: Submitted

Last Updated: 09/08/2010 01:19 PM

Technical Review Coversheet

Applicant: The East Austin College Prep Academy, Inc. -- Administration,Administration (U215J100196)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	25	25
Adequacy of Resources		
1. Adequacy of Resources	20	20
Quality of the Management Plan		
1. Management Plan	25	25
Quality of Project Services		
1. Project Services	20	20
Quality of the Project Evaluation		
1. Project Evaluation	10	10
Sub Total	100	100
Priority Questions		
Priority Questions		
Competitive Preference Priority		
1. Competitive Preference	2	0
Sub Total	2	0
Total	102	100

Technical Review Form

Panel #4 - Panel - 4: 84.215J

Reader #2: *****

Applicant: The East Austin College Prep Academy, Inc. -- Administration, Administration
(U215J100196)

Questions

Selection Criteria - Quality of Project Design

1. (1) The Secretary considers the quality of the design of the proposed project.
- (2) In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of--
 - (i) The project objectives;
 - (ii) The students, students' family members, and community to be served, including information about the demographic characteristics and needs of the students, students' family members, and other community members and the estimated number of individuals to be served; and
 - (iii) The eligible services (as listed in the Absolute Priority described elsewhere in the notice inviting applications) to be provided or coordinated by the applicant and its partner entities, how those services will meet the needs of students, students' family members, and other community members, and the frequency with which those services will be provided to students, students' family members, and community members.

Strengths:

The target area is the East Austin Govalle/Johnston Terrace neighborhood. The population of East Austin in 2009 was 35,938 of which 58.9% were Hispanic, 30.7% were African American and 55% live in poverty. The unemployment rate for this area was 12.5% and 54% of the region's working age population did not have a high school diploma.

All schools are receiving Title I funds. In fact, one high school (Johnston) has been rated academically unacceptable for four consecutive years and another (Reagan) has been has been rated academically unacceptable for two consecutive years.

The East Austin College Prep Academy (EACPA), a charter middle school, Boys and Girls Clubs of Central Texas and El Centro del Familia will host three FSCS sites. These sites will serve students from the charter middle school, high schools and elementary schools East Austin Govalle/Johnston Terrace neighborhood and surrounding area.

The goals of the project's initiatives are to improve academic achievement, attendance, behavior, engagement, and other developmental skills of students and adults through an integrated array of researched-based proven programs related to education, social, emotional and economic development for students, families, and community residents of the target area. The objectives of the project are to: 1) Improve Academic Performance of Student; 2) Improve Student Behavior and well being; 3) Improve Student Engagement; and 4) Increase Parental/ Community resident engagement. The focus of the project is to provide students and the community with high schools standards and mobilize the assets of community-based partners to comprehensively develop the social, emotional, economic, and academic competencies of young people is also essential. (pgs. 1-6)

Through its integrated focus, DREAM-Link will serve a total of 1,975 participants in Year one (1,200 students and 775 family/community members) and a total of 2,275 participants per year (1,300 students and 975 family/community members) in Years two through five.

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. (1) **The Secretary considers the adequacy of resources for the proposed project.**
- (2) **In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:**
 - (i) **The adequacy of support, including facilities, equipment, supplies, and other resources to be provided by the applicant and consortium partners;**
 - (ii) **The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project; and**
 - (iii) **The extent to which costs are reasonable in relation to the number of persons to be served and services to be provided.**

Strengths:

The applicant has collaborated with an impressive list of partners to support their initiatives. Some of the key partners are: Southwest Key Programs (SKP) East Austin Community Family Center (El Centro del Familia), Huston-Tillotson University, University of Texas at Austin (UT) - Lady Bird Johnson Wildflower Center, Boys and Girls Club of Central Texas, Travis County

Constable Precinct 1, League of United Latin American Citizens, People Organized in the Defense of Earth and her Resources, Girls Scouts of Central Texas, Hispanic Physicians Association, Advanced Micro Devices, and State Farm Insurance.

EACPA and its partner staff are committed to the success of the DREAM-Link initiative as validated in the memorandum of understanding (MOU) Appendix B pg. 60

From the onset, EACPA has included personnel, partner staff, and community members in the planning and development of this initiative and will continue to do so through a DREAM Team Advisory Committee (DTAC). The members of DTAC will include a representative from each partner organization, LEA administrators, charter school principal, teachers/educators, parents, and community members. The DTAC will meet monthly and will play a critical role in planning, goal setting, guidance, implementation, evaluating and in the overall sustainability of the project. State Farm Insurance recently awarded EACPA , a \$100,000 grant aimed at providing college and career readiness and awareness activities to students. Focusing on job training and career counseling services, DREAM-Link will leverage these existing resources to expand these services to include additional youth, (pgs. 10-15)

The applicant is in its second year of operations, however, its founder and parent organization Southwest Key Program (SKP) is the 4th largest Hispanic nonprofit in the country. It manages over \$60 million (federal, state, and private) funds and employs over 1,000 employees. SKP is a national nonprofit organization (founded in 1987), and provides transformative education, innovative safe shelters, and alternatives to incarceration for over 6,000 youth each day in seven states, while creating opportunities for their families to become self-sufficient.

SKP's national headquarters is located at the East Austin CFC completed construction of the \$8 million 30,000 square-foot facility in this economically disadvantaged neighborhood in 2007, to established a state-of-the-art 21st century community facility for increasing civic, social, education and employability skills and competencies for East Austin residents. This Center is currently home to EACPA, Boys & Girls Club, GED and ESL classes, the AMD (Advance Micro Devices) Community Technology Center, an outdoor amphitheater, Latino arts program, and a variety of educational programs and recreational facilities. Thus, the proposed DREAM-Link initiative will be located and housed at El Centro de

The proposed initiative will serve 1,200 students and 775 family/community members for a total of 1,975 participants in Year One. In subsequent years, DREAM-Link will serve 1,300 students and 975 family/community members for a total of 2,275 annually. Through the planning and budgeting process, EACPA designed the DREAMLink initiative at a low cost of \$253 per participant in Year One and \$219 in subsequent year.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. (1) **The Secretary considers the quality of the management plan for the proposed project.**
(2) **In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**
 - (i) **The extent to which the proposed project consists of a comprehensive plan that includes a description of planning, coordination, management, and oversight of the eligible services (as listed in the Absolute Priority described elsewhere in the notice inviting applications) to be provided at each school to be served, including the role of the school principal, the FSCS coordinator, partner entities, parents, and community members;**
 - (ii) **The qualifications, including relevant training and experience, of the FSCS coordinator and other key project personnel including prior performance of the applicant on similar or related efforts; and**
 - (iii) **The extent to which the time commitments of the project director, the FSCS coordinator, and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

Strengths:

EACPA will be the lead and fiscal agent of the DREAMLink Initiative. The proposed DREAM-Link Initiative and is part of a larger initiative called the East Austin Community Development Project. Through existing neighborhood collaborations and the vast network of partners established by Southwest Key Programs and its Community Advisory Council (which consists of 18 community leaders). (pgs.20-21)

The Advisory Committee (DTAC) to assist with resources, support, planning, and in the development of the Community DREAM-Link Initiative. A representative from each partner, LEA administrator, charter school principal, teachers, evaluator, parents, and community representatives will serve on the DTAC. Facilitated by the Project Administrator, the DTAC will meet monthly and play a critical role in the oversight, planning, implementation, management, budgeting, coordination, monitoring, and evaluation for ongoing continuous improvement measures.

The Project Administrator at 100% time committed will use the Timeline (See Appendix D pg. 93), which includes milestones and activities as a guide to ensure the timely implementation of program services and achievement of program objectives. Performance benchmarks have been developed by the team to monitor progress and achievements of each objective. The timeline, performance outcomes, evaluation plan and logic model will be reviewed monthly with the DTAC members. Thus, when eligible services are not being implemented as proposed and benchmarks are not met, an action plan will be developed immediately for continuous improvement measures.

Two FSCS Coordinators (100% time) will be hired and located at the proposed sites (EACPA, BGCCT & El Centro del Familia) and work closely with the Program Administrator, partners, evaluator, school personnel, and community representatives to ensure all proposed programs and services are being implemented as planned. The FSCS

Coordinators will collaborate with the principal, teachers, and the on-site staff of BGCCT and El Centro del Familia to ensure the target community is aware of the program services.

A Community Liaison will be hired to assist the FSCS Coordinators, principal, teachers, and the BGCCT and El Centro del Familia staff in implementing the proposed program and services at each site. The Liaison will collaborate with the charter school, community-based organizations, and state and local government to form a strong network of supporters and advocates for the DREAM-Link Initiative.

The Principal, at no-cost will develop strong links between the school's academic program and the proposed services. In addition, the Principal will participate in the PAC and DTAC meetings to provide guidance, support and feedback (Appendix A pg. 53 Resume).

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of Project Services

1. (1) **The Secretary considers the quality of the services to be provided by the proposed project.**
(2) **In determining the quality of the project services, the Secretary considers the following:**
 - (i) **The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice; and**
 - (ii) **The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.**

Strengths:

The design of DREAM-Link is based on a Theory of Action that forms the basis for each proposed activity. It does so by drawing from existing studies of best practices that provides sufficient empirical evidence to support the claim that specific types of actions promote enhanced student success. It builds on research from current conditions in community school connections that best promote learning among students and fosters family engagement in their child's education. (pgs.20-28)

Therefore, the applicant will combine the rigorous academics of the charter school with a wide range of in-school, after-school, weekend, evening and summer services and opportunities to increase and nurture children's learning and development.

DREAM-Link will provide the following research-based activities and research-based programs and services: 2) Remedial education, aligned with academic supports and other enrichment activities; 3) Family engagement, including parental involvement, parent leadership, family literacy, and parent education programs; 4) Mentoring and other youth development programs; 5) Community service and service learning opportunities; 7) Job training and career counseling services; 8) Mental health services; and 9) Adult education, including ESL.

Each proposed activity will be geared toward providing a safe, supervised, and positive environment for expanded and integrated services that improve student achievement, attendance, behavior, and other skills for healthy development and academic success. Each service and program has been linked to one or more of the detailed list of performance indicators.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. (1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.
- (2) In determining the quality of the evaluation, the Secretary considers the extent to which the proposed evaluation--
 - (i) Sets out methods of evaluation that 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) Will provide timely and valid information on the management, implementation, or efficiency of the project; and
 - (iii) Will provide guidance on or strategies for replicating or testing the project intervention in multiple settings.

Factors Applicants May Wish to Consider in Developing an Evaluation Plan.

The quality of the evaluation plan is one of the selection criteria by which applications in this competition will be judged. A strong evaluation plan should be included in the application narrative and should be used, as appropriate, to shape the development of the project from the beginning of the project period. The plan should include benchmarks to monitor progress toward specific project objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. More specifically, the plan should identify the individual or organization that has agreed to serve as evaluator for the project and describe the qualifications of that evaluator. The plan should describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and about effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

Strengths:

EACPA will partner with EGT Institute, Inc. to provide the independent evaluation of DREAM-Link. EGT Institute, Inc. is an educational research-based, independent corporation with extensive experience in evaluating U.S. Department of Education Programs (Appendix D pg. 101) for a EGT Institute profile. Dr. Glynis Rosas, Senior Researcher/Evaluator will lead the evaluation activities. Dr. Rosas has 39 years of experience working as an evaluator, superintendent, principal, administrator and teacher. (pgs. 32-35)

Evaluation of DREAM-Link will include outcome and process evaluation procedures. Data collection methodologies and instruments: As part of outcome evaluation, progress toward each performance indicator (see Section 1) and potential outcome will be assessed through qualitative and quantitative data collection methods: 1) collection of aggregate student academic, attendance, disciplinary, behavior and participation information from EACPA student records, surveys and records of program participation and service logs; 2) collection of survey information from community residents, parents, teachers and students using a Student Survey, Parent Survey and a Community Resident Survey to obtain information regarding participant's attitude, perception, willingness, and satisfaction with programs and services; 3) annual individual face-to-face, focus groups, and/or phone interviews with key stakeholders (partners, principal, superintendent, community residents, parents, teachers, and students); 4) semi-annual survey of partners to identify new and continuing linkages between EACPA and other partners, challenges, and lessons learned; 5) annual survey of teacher involvement and

satisfaction with DREAM-Link activities; and 6) regular attendance at DTAC and team meetings, and observation and review of program implementation data, including number of participants, type, frequency, and location of programs and services, etc.

In order to obtain timely and valid information on the fidelity, management, implementation, or efficiency of DREAM-Link, and also for reporting purposes, the evaluation will involve analysis of data on performance indicators, outcomes, and on effectiveness of programs and services on students, parents, and community residents, including factors contributing to success and the potential for sustainability and transferability to other settings. Data will also be analyzed to determine the percentage increase on each performance indicator and potential objective outcome (pages 2-3). A statistical relationship between each service provided and growth on each performance indicator will be determined. A multiple regression analysis will be conducted to detect the unique effect of individual services on outcomes.

In addition, using statistical procedures such as the t-test and other descriptive statistics at 95% confidence level, statistical significance of outcome data will be analyzed. Quantitative and qualitative data will be used to not only measure the fidelity and progress of the DREAM-Link initiative toward proposed objectives and performance indicators, but also to provide a richer explanation of accomplishments, challenges, and lessons learned. While the focus of this evaluation will be on the impact of DREAM-Link on participant outcomes, it will also look for systemic changes in school and community practices and decision making processes associated with implementation of a full-service community schools program

The evaluation data and the recommendations made by EGT and DTAC will be considered by the Project Administrator for adoption into future activities of the DREAM-Link initiative. Evaluation results, reports, marketing materials, recruitment brochures, application forms, and an implementation manual will be available. Evaluation results, reports, marketing materials, recruitment brochures, application forms, and an implementation manual.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Priority Questions

Priority Questions - Competitive Preference Priority

1. Strategies that support turning around persistently lowest-achieving schools

The Secretary gives competitive preference to applications that propose to serve persistently lowest-achieving schools and are currently implementing or plan to implement one of three school intervention models, to enable these schools to become full-service community schools. Applicants seeking to receive this priority must describe (a) the school intervention model that would be or is being implemented to improve academic outcomes for students; (b) the academic, social, and/or health services that would be provided and why; and (c) how the academic, social and/or health services provided would align with and support the school intervention model implemented.

Strengths:

No strengths noted.

Weaknesses:

Although the goals of the project's initiatives are to improve academic achievement, attendance, behavior, engagement, and other developmental skills of students and adults through an integrated array of researched-based proven programs related to education, social, emotional and economic development for students, families, and community residents of the target area; the applicant does not provide documented evidence that the targeted schools have been the most

persistently lowest-achieving (lowest 5%) schools in the state.

Reader's Score: 0

Status: Submitted

Last Updated: 09/08/2010 01:19 PM

Status: Submitted

Last Updated: 09/08/2010 12:50 PM

Technical Review Coversheet

Applicant: The East Austin College Prep Academy, Inc. -- Administration,Administration (U215J100196)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	25	25
Adequacy of Resources		
1. Adequacy of Resources	20	20
Quality of the Management Plan		
1. Management Plan	25	23
Quality of Project Services		
1. Project Services	20	20
Quality of the Project Evaluation		
1. Project Evaluation	10	10
Sub Total	100	98
Priority Questions		
Priority Questions		
Competitive Preference Priority		
1. Competitive Preference	2	0
Sub Total	2	0
Total	102	98

Technical Review Form

Panel #4 - Panel - 4: 84.215J

Reader #3: *****

Applicant: The East Austin College Prep Academy, Inc. -- Administration, Administration
(U215J100196)

Questions

Selection Criteria - Quality of Project Design

1. (1) The Secretary considers the quality of the design of the proposed project.
- (2) In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of--
 - (i) The project objectives;
 - (ii) The students, students' family members, and community to be served, including information about the demographic characteristics and needs of the students, students' family members, and other community members and the estimated number of individuals to be served; and
 - (iii) The eligible services (as listed in the Absolute Priority described elsewhere in the notice inviting applications) to be provided or coordinated by the applicant and its partner entities, how those services will meet the needs of students, students' family members, and other community members, and the frequency with which those services will be provided to students, students' family members, and community members.

Strengths:

The proposed project consists of a comprehensive plan that includes a description area needs and project objectives. The number of students, students' family members, and community to be served is thoroughly described with demographic characteristics that portray the compelling needs in this community. This FSCS targets utilizing three FSCS sites (EACPA, Boys and Girls Club, and El Centro del Familia) that will collectively serve 24 area schools (three high schools, four middle schools and seventeen elementary schools) in this distressed area where students are labeled as academically unsuccessful..

Weaknesses:

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. (1) The Secretary considers the adequacy of resources for the proposed project.
- (2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:
 - (i) The adequacy of support, including facilities, equipment, supplies, and other resources to be provided by the applicant and consortium partners;
 - (ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project; and
 - (iii) The extent to which costs are reasonable in relation to the number of persons to be served and services to be provided.

Strengths:

The description and adequacy of support, including facilities and other resources to be provided by the applicant and consortium partners is impressive. There are significant financial contributions from area partners and the costs appear reasonable and these are delineated in the budget narrative.

Weaknesses:

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. (1) The Secretary considers the quality of the management plan for the proposed project.
- (2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:
 - (i) The extent to which the proposed project consists of a comprehensive plan that includes a description of planning, coordination, management, and oversight of the eligible services (as listed in the Absolute Priority described elsewhere in the notice inviting applications) to be provided at each school to be served, including the role of the school principal, the FSCS coordinator, partner entities, parents, and community members;
 - (ii) The qualifications, including relevant training and experience, of the FSCS coordinator and other key project personnel including prior performance of the applicant on similar or related efforts; and
 - (iii) The extent to which the time commitments of the project director, the FSCS coordinator, and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Strengths:

This proposal presents a comprehensive plan that includes a description of planning, coordination, management, and oversight of the eligible services. There is a detailed description of staff roles that identifies key positions and full-time FSCS Coordinators at the three FSCS sites.

Weaknesses:

There is a need to include direct student and parent involvement in the planning and implementation process - to hear the community voice that what is planned is what they also would describe as important.

Reader's Score: 23

Selection Criteria - Quality of Project Services

1. (1) The Secretary considers the quality of the services to be provided by the proposed project.
- (2) In determining the quality of the project services, the Secretary considers the following:
 - (i) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice; and
 - (ii) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Strengths:

There is a comprehensive list of services to be offered in this high need area. They are connected to up-to-date knowledge from research and effective practice that will improve student achievement.

Weaknesses:

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. (1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.
- (2) In determining the quality of the evaluation, the Secretary considers the extent to which the proposed evaluation--
 - (i) Sets out methods of evaluation that 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) Will provide timely and valid information on the management, implementation, or efficiency of the project; and
 - (iii) Will provide guidance on or strategies for replicating or testing the project intervention in multiple settings.

Factors Applicants May Wish to Consider in Developing an Evaluation Plan.

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Strengths:

The FSCS plan identifies an evaluation plan and provides a list of measurable outcomes that are related to project goals. There are clear methods of data collection and analysis described, plans for feedback and replication.

Weaknesses:

Reader's Score: 10

Priority Questions

Priority Questions - Competitive Preference Priority

1. Strategies that support turning around persistently lowest-achieving schools

The Secretary gives competitive preference to applications that propose to serve persistently lowest-achieving schools and are currently implementing or plan to implement one of three school intervention models, to enable these schools to become full-service community schools. Applicants seeking to receive this priority must describe (a) the school intervention model that would be or is being implemented to improve academic outcomes for students; (b) the academic, social, and/or health services that would be provided and why; and (c) how the academic, social and/or health services provided would align with and support the school intervention model implemented.

Strengths:

Weaknesses:

Proposal does not meet the competitive preference priority and fails to describe a comprehensive Full-Service Community School plan that will serve persistently lowest-achieving schools.

Reader's Score: **0**

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Status: Submitted

Last Updated: 09/10/2010 11:30 AM

Technical Review Coversheet

Applicant: The East Austin College Prep Academy, Inc. -- Administration,Administration (U215J100196)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	25	25
Adequacy of Resources		
1. Adequacy of Resources	20	20
Quality of the Management Plan		
1. Management Plan	25	25
Quality of Project Services		
1. Project Services	20	20
Quality of the Project Evaluation		
1. Project Evaluation	10	10
Sub Total	100	100
Priority Questions		
Priority Questions		
Competitive Preference Priority		
1. Competitive Preference	2	0
Sub Total	2	0
Total	102	100

Technical Review Form

Panel #4 - Panel - 4: 84.215J

Reader #1: *****

Applicant: The East Austin College Prep Academy, Inc. -- Administration, Administration
(U215J100196)

Questions

Selection Criteria - Quality of Project Design

1. (1) The Secretary considers the quality of the design of the proposed project.
- (2) In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of--
 - (i) The project objectives;
 - (ii) The students, students' family members, and community to be served, including information about the demographic characteristics and needs of the students, students' family members, and other community members and the estimated number of individuals to be served; and
 - (iii) The eligible services (as listed in the Absolute Priority described elsewhere in the notice inviting applications) to be provided or coordinated by the applicant and its partner entities, how those services will meet the needs of students, students' family members, and other community members, and the frequency with which those services will be provided to students, students' family members, and community members.

Strengths:

The transformational education model is part of a larger community development initiative (EACDP). The applicant provides a comprehensive matrix aligning client needs (8) with clear and measurable objectives (measured by percentage), indicators and outcomes. In year one, 1975 clients, coming from a 24-school service area, will be served by the project. These clients are low-income and students are under-performing. Goals and performance indicators are clearly delineated and aligned with the FSCS mission on page e2. The Charter School was established, two years ago, in response to an education, social and health, massive needs assessment of the community and the fact that the only middle school in the neighborhood had been closed. The program services will be implemented in three sites.

Weaknesses:

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. (1) The Secretary considers the adequacy of resources for the proposed project.
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 - (i) The adequacy of support, including facilities, equipment, supplies, and other resources to be provided by the applicant and consortium partners;
 - (ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project; and
 - (iii) The extent to which costs are reasonable in relation to the number of persons to be served and services to be provided.

Strengths:

The coordination and development of resources came in response to a massive community needs assessment. The community and partners are committed to this community-based economic development initiative. The partners were

strategically selected to complement each others' strengths. Twelve partners signed the MOU and a comprehensive matrix clearly lists the activities to be provided, by when, and by which partner. The combined partners will match the grant with \$1.8M. A detailed description of the match by each partner is provided. The school is housed in a state-of-the-art \$8M, 30k sq. ft. new facility with many other programs and resources, like AMD Corporation. The goals, responsibilities and services provided by each partner are clearly delineated on pages 12-15).

Weaknesses:

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. (1) The Secretary considers the quality of the management plan for the proposed project.
- (2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:
 - (i) The extent to which the proposed project consists of a comprehensive plan that includes a description of planning, coordination, management, and oversight of the eligible services (as listed in the Absolute Priority described elsewhere in the notice inviting applications) to be provided at each school to be served, including the role of the school principal, the FSCS coordinator, partner entities, parents, and community members;
 - (ii) The qualifications, including relevant training and experience, of the FSCS coordinator and other key project personnel including prior performance of the applicant on similar or related efforts; and
 - (iii) The extent to which the time commitments of the project director, the FSCS coordinator, and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Strengths:

The FSCS initiative is part of a larger community initiative sponsored by the parent agency that has been operating effective partner networks for years, and is guided by an Advisory Council, represented by 18 community leaders. The proposed staff members are highly qualified, with advanced degrees in education and social services. Each partner will serve in the Program Advisory Committee that will support the Project Administrator. This initiative will be coordinated with the larger Advisory Council to avoid duplication of services and leverage other initiatives and resources. Clear procedures and mechanisms for decision making are elaborated on page 18. The initiative will benefit from the management structure of the larger parent organization that has effective management protocols in place. The School Board of Trustees will be accountable for the overall performance of the initiative. Two coordinators will work together with directors and staff will follow the proposed milestones and activities to achieve the benchmarks and program objectives. The roles of the key staff are clearly detailed on pages 20-23.

Weaknesses:

Reader's Score: 25

Selection Criteria - Quality of Project Services

1. (1) The Secretary considers the quality of the services to be provided by the proposed project.
- (2) In determining the quality of the project services, the Secretary considers the following:
 - (i) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice; and
 - (ii) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Strengths:

The programs and services meet the FSCS mandates and are driven by actual community needs (p8). The philosophy of asset-building to be used is grounded on solid research. Each service proposed is supported (documented) by the relevant research (p24). The initiative will build on the best practices learned from previous collaborations by parent organizations. All programs and actions lead to academic learning.

Weaknesses:

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. (1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.
- (2) In determining the quality of the evaluation, the Secretary considers the extent to which the proposed evaluation--
 - (i) Sets out methods of evaluation that 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) Will provide timely and valid information on the management, implementation, or efficiency of the project; and
 - (iii) Will provide guidance on or strategies for replicating or testing the project intervention in multiple settings.

Factors Applicants May Wish to Consider in Developing an Evaluation Plan.

The quality of the evaluation plan is one of the selection criteria by which applications in this competition will be judged. A strong evaluation plan should be included in the application narrative and should be used, as appropriate, to shape the development of the project from the beginning of the project period. The plan should include benchmarks to monitor progress toward specific project objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. More specifically, the plan should identify the individual or organization that has agreed to serve as evaluator for the project and describe the qualifications of that evaluator. The plan should describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and about effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

Strengths:

The evaluator is highly qualified with experience evaluating similar programs. The evaluation methods are very clear and focused on measuring performance; both process and outcome measures. The evaluation identifies objectives, benchmarks, timeframes and outcomes. It also includes instrumentation and data collection methods and analysis procedures; all to drive decision-making. The evaluation is structured to provide valuable information and guidance for replication of program success.

Weaknesses:

Reader's Score: 10

Priority Questions

Priority Questions - Competitive Preference Priority

1. Strategies that support turning around persistently lowest-achieving schools

The Secretary gives competitive preference to applications that propose to serve persistently lowest-achieving schools and are currently implementing or plan to implement one of three school intervention models, to enable these schools to become full-service community schools. Applicants seeking to receive this priority must describe (a) the school intervention model that would be or is being implemented to improve academic outcomes for students; (b) the academic, social, and/or health services that would be provided and why; and (c) how the academic, social and/or health services provided would align with and support the school intervention model implemented.

Strengths:

Weaknesses:

The applicant is not a persistently lowest-achieving schools as defined by the program criteria.

Reader's Score: 0

Status: Submitted

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