

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

Status: Submitted

Last Updated: 09/03/2010 07:47 AM

Technical Review Coversheet

Applicant: Evansville Vanderburgh School Corporation -- Center of Family, School, and Community Partnership, (U215J100117)

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 | 2 |
| Sub Total | 2 | 2 |
| Total | 102 | 102 |

Technical Review Form

Panel #21 - Panel - 21: 84.215J

Reader #1: *****

Applicant: Evansville Vanderburgh School Corporation -- Center of Family, School, and Community Partnership, (U215J100117)

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 goals and objectives are focused and well-defined on pages 1-4. The needs of the students and community are well articulated on pages 4-8. Demographic data including ethnic breakdown and prevalence of poverty, academic achievement such as standardized test results and risk behaviors such as alcohol and drug use statistics are presented for the identified service area. The proposed services to be delivered and the frequency of services are clearly described (pgs. 8-16).

Weaknesses:

No weakness 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 describes a strong, existing infrastructure including formation of the School Community Council in 2000, participation of over 70 organizations and/or agencies, financial support, space and equipment on pages 17-18 to support program implementation. The commitment and responsibilities of identified partners are clearly presented on pages 18-20. The applicant and identified partners are already providing services in identified schools and are expanding and/or

adding to current programs. Additionally, strategic planning has already occurred and included key stakeholders in the health team, the social emotional learning team, the communication team, etc.

Weaknesses:

No weakness 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:

A comprehensive management plan including proposed timelines and specific activities (i.e. development of formal contracts, submission of evaluation plan for IRB, etc) is described on pages 20-23. Additionally the applicant has a demonstrated capacity to implement the FSCS program including a history of collaboration and success in managing similar grants (i.e. Safe Schools Healthy Students, 21st Century Community Learning Centers) as indicated on pages 23-24.

Weaknesses:

No weakness 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 applicant demonstrated a knowledge base of evidenced-based/best practices. Current research is integrated with the proposed service delivery on pages 24-29. Additionally, a strong case is presented to describe the potential success of program implementation on pages 29-31.

Weaknesses:

No weakness 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:

The applicant describes a laudable intent to build on extensive data collection system on page 32 which supports commitment and readiness. The evaluation plan includes a system of regular collection, continuous feedback and monitoring on page 34. Additionally, the applicant presents a strong plan to support program replication (pg. 35).

Weaknesses:

No weakness 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:

The applicant comprehensively addressed all required elements for low-performing school preference (Appendix D).

Weaknesses:

No weakness noted.

Reader's Score: 2

Status: Submitted

Last Updated: 09/03/2010 07:47 AM

Status: Submitted

Last Updated: 08/30/2010 08:24 PM

Technical Review Coversheet

Applicant: Evansville Vanderburgh School Corporation -- Center of Family, School, and Community Partnership, (U215J100117)

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 | 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 | 2 |
| Sub Total | 2 | 2 |
| Total | 102 | 102 |

Technical Review Form

Panel #21 - Panel - 21: 84.215J

Reader #3: *****

Applicant: Evansville Vanderburgh School Corporation -- Center of Family, School, and Community Partnership, (U215J100117)

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 applicant provided an exemplary case for the need of services utilizing compelling local, state and national data. For instance, the applicant is plagued with low achieving schools, poverty, unemployment, crimes, and ATOD abuse (pgs. 2-8). Thus, the applicant identified a need to improve services within their district focusing on two comprehensive goals and measurable objectives that will improve academic performance, students physical, mental and emotional health (pgs. 1-4). Additionally, the applicant provides demographics, the number of individuals and families to be served and the frequency of services from each partner (pgs. 9-16).

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 did a great job in presenting this section. For instance, the applicant has a strong background implementing FSCS since implementing their first one in the 1990s (pg. 17). Additionally, the applicant has garnered support from other partners which will make the program a success (pgs. 17-20). Lastly, the budget is appropriate and reasonable to

execute a program of this magnitude.

Weaknesses:

None 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:

The applicant provided a strong management plan. For instance, the applicant's SCC Steering Committee will meet monthly to develop policies and procedures (pg. 20). Also, the applicant includes the roles and responsibilities of all key staff and how they will interface with one another (pgs. 20-23). Additionally, the applicant has included a plan to engage parents and community members in the implementation of the project to make it more successful (pg. 20).

Weaknesses:

None 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 applicant was very successful in coordinating programs that reflected up to date knowledge and research. For instance, the applicant will utilize such programs as Strengthen Families, school based mentoring models from Big Brothers/Big Sisters and the YMCA, Take Charge Curriculum, GATES and Reconnecting Youth, which are all evidenced based and highly respected programs (pgs. 7-14). Additionally, the applicant will ensure the design meets the needs of students with disabilities and different culture backgrounds.

Weaknesses:

None 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:

The applicant demonstrates a strong knowledge in obtaining evaluation services from highly qualified external entities (pg. 32). The applicant will partner with an organization that has over 13 years in evaluation as well as a professor from the local university to conduct a quantitative and qualitative evaluation (pg. 32). The applicant seeks to collect data from school assessments, pre and post surveys and program evaluations (pgs. 32-34). Feedback will be provided and adjustments will be made as needed (pgs. 34-35).

Weaknesses:

None 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:

The applicant outlines in the appendix how meet the competitive preference by detailing how they are transforming their schools with new leadership and personnel (pgs. 8, Appendix).

Weaknesses:

None noted.

Reader's Score: **2**

Status: Submitted
Last Updated: 08/30/2010 08:24 PM

Status: Submitted

Last Updated: 09/01/2010 11:06 AM

Technical Review Coversheet

Applicant: Evansville Vanderburgh School Corporation -- Center of Family, School, and Community Partnership, (U215J100117)

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 | 19 |
| Quality of the Project Evaluation | | |
| 1. Project Evaluation | 10 | 10 |
| Sub Total | 100 | 99 |
| Priority Questions | | |
| Priority Questions | | |
| Competitive Preference Priority | | |
| 1. Competitive Preference | 2 | 2 |
| Sub Total | 2 | 2 |
| Total | 102 | 101 |

Technical Review Form

Panel #21 - Panel - 21: 84.215J

Reader #2: *****

Applicant: Evansville Vanderburgh School Corporation -- Center of Family, School, and Community Partnership, (U215J100117)

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 applicant provides specific detailed information regarding the demographics of the schools and communities that will be served. The applicant provides information regarding the community and school needs in the areas of academic achievement, academic attainment, family engagement, and healthy lifestyles. The applicant has identified specific objectives and goals for the project. The applicant provides specific information regarding the frequency of each of the project services. The services including in the design are comprehensive and highly likely to meet the needs of students and their families.

Weaknesses:

No weaknesses found.

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 adequate resources and support for the project. The applicant has obtained the commitment of many high quality partners with a history of providing services to the community. The applicant will be contributing a significant amount of resources to the project including staff time and resources.

Weaknesses:

No weaknesses found.

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 applicant provides a detailed management plan that includes a specific timeline of key activities. The applicant identifies objectives and benchmarks that focus on student achievement and program implementation. The applicant clearly delineates the roles and responsibilities of key personnel in overseeing and implementing the project. The project will include the ongoing input of parents, community members and partners. In addition, the applicant describes the qualifications of key personnel. Key personnel has relevant skills and experience that will support the success of the project. The time commitments of the project director and key personnel are adequate. The detailed management plan increases the likelihood that the project will be successful.

Weaknesses:

No weaknesses found.

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 applicant provides research support for the services that will be included in the project. The services planned are based on current knowledge. The services are likely to meet a variety of needs for both student and parents.

Weaknesses:

The applicant does not specifically describe how the services provided will lead to improvements in student achievement.

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 planned project evaluation includes a comprehensive assessment of the management, implementation and outcomes of the project. The applicant plans to gather and use specific qualitative and quantitative data to evaluate the project. The applicant provides an evaluation plan that details the timelines for various parts of the evaluation. The evaluation process is designed to be ongoing and to provide information throughout the term of the project. The evaluation plan also includes specific ways in which the results of the evaluation will be shared with key personnel, project partners and the community. This level of transparency will promote ongoing commitment to the project.

Weaknesses:

No weaknesses found.

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:

The project will serve schools that are designated as low achieving. The implementation of the full service community schools project is part of a larger plan to transform the schools. The applicant provides detailed information about how each school will be transformed.

Weaknesses:

No weaknesses found.

Reader's Score: **2**

Status: Submitted

Last Updated: 09/01/2010 11:06 AM