

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

Status: Submitted

Last Updated: 08/24/2010 01:17 PM

Technical Review Coversheet

Applicant: Indiana University -- Community Learning Network, (U215J100212)

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	2
Sub Total	2	2
Total	102	100

Technical Review Form

Panel #20 - Panel - 20: 84.215J

Reader #3: *****

Applicant: Indiana University -- Community Learning Network, (U215J100212)

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 does an excellent job of describing the targeted community they are proposing to serve which includes over 47% of target families living in poverty compared to 17% at the county level; 63% of single parent households; 37% of students living in kinship care are living in poverty; 14% unemployment rate compared to 10% state average; and 17.3% of children under the age of five living in poverty which demonstrates a need for the proposed project (p.2-5).

The eligible services to be provided include improving student academic achievement levels through the implementation of tutoring, mentoring, computer assisted instruction, math and reading instruction, and parent engagement activities (p.8 & 11). The applicant does an excellent job of detailing the services to be provided as evidenced by the detailed timeline provided that identifies the menu of services to be provided, the targeted population, the number to be served, the frequency of services, and the reason (supported by data) for the planned service (p.8-9 & 11-12).

Weaknesses:

None 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 does an excellent job of identifying the in-kind resources that total over \$500,000. The cost-sharing and in-kind contributions are clearly detailed and are supported by the signed MOUs provided in the appendices from each of the partner agencies that will commit personnel and facility space to implement the proposed project design (p.13-15 & appendices). Additionally, the applicant provides a detailed budget that outlines the in-kind cost match for each area of the project that aligns with the information documented in the MOUs.

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 does an excellent job documenting the role of the leadership team, which includes a number of key community partners who have a vested interest in the success of the proposed project. The applicant will hire a full-time FSCS coordinator who will be employed at Health Net (a community partner) and report to the Project Manager at the lead agency, which will ensure both autonomy and accountability (p.18-19). The coordination, management, and oversight of the project are clearly detailed identifying the role that the FSCS coordinator and the principal will play in ensuring that the stated objectives are implemented with the help of community partners (p.19).

The time commitment of the FSCS coordinator and other key project personnel are more than adequate to achieve project objectives (p.20 & budget narrative). The qualifications of the Project Specialist are adequate to achieve project objectives (p. 22).

Weaknesses:

While the applicant provides a brief job description for the FSCS coordinator, and the Extended Day Learning Coordinator, there is no detailed job description provided to determine if the qualifications, training, and experience identified for the Extended Day Learning Coordinator is adequate to achieving objectives. There is simply not enough information in the narrative on the job duties of this position (p.22). Additionally, the resume provided for the FSCS Coordinator does not detail experience as it relates to implementing a project of this magnitude. The experience identified in the resume shows three years experience as a community social worker and development manager. It is not clear what experience this person has as it relates to working with schools in the area of implementing programs that focus on raising academic achievement levels (see resume for Mary Studley in appendices).

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:

The applicant does a good job of aligning the proposed services (i.e., mental health, health and wellness, job and career counseling, literacy skill development, mentoring and youth development) with research that supports the need for the project. The 21st Century Scholars Program is based on research associated with the implementation of afterschool programs that focus on tutoring and mentoring coupled with the engagement of families in understanding the overall education process (p.23-24).

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 presents a strong evaluation plan detailed in a chart that outlines objectives, performance measures, benchmarks and outcomes that that will result in a formative and summative evaluation. An external evaluator will be hired who will provide evaluation services based on a mixed-method evaluation that includes collection of qualitative (focus group surveys) and quantitative (attendance records, test scores) data that will allow for reporting on a monthly, quarterly, semi-annual, and annual basis (p.30-34).

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 will provide services to two schools that have not met Annual Yearly Progress (AYP) on state assessments, which resulted in one of the targeted schools being identified for restructuring. The turnaround process has already started as evidenced by the broad search conducted to hire a new principal that included leaders from the community participating in the overall interviewing process. Additionally, the targeted school has adopted a governance policy that requires a collaborative working relationship as it relates to all activities associated with implementing a sound instructional program (see appendices).

Weaknesses:

None noted.

Reader's Score: 2

Status: Submitted

Last Updated: 08/24/2010 01:17 PM

Status: Submitted

Last Updated: 09/09/2010 12:27 PM

Technical Review Coversheet

Applicant: Indiana University -- Community Learning Network, (U215J100212)

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	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	2
Sub Total	2	2
Total	102	100

Technical Review Form

Panel #20 - Panel - 20: 84.215J

Reader #2: *****

Applicant: Indiana University -- Community Learning Network, (U215J100212)

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 proposal lists clear, measurable objectives (e7).

There are demographics about the students, parents and community to be served. These demographics include information about ethnicity, poverty rates, numbers of single parent families, working mothers, educational attainment, and student health needs. For students, they also include information on AYP status (e2-e4). The proposal includes a list of eligible services (e8-e9, e23-e26). The rationale for those activities is aligned with the demographic data presented (e2-e4) as well as the logic model that is included in the proposal (e1). Additionally, the proposal explains the relevance of the partners, the number of students to be served, and the frequency with which those services will be provided (e8, e12).

Weaknesses:

There were no weaknesses observed in this section.

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 project has adequate resources, as indicated by the budget (e5-e6), a budget narrative (e0-e22), cost share documentation (e0-e2), and a 1:1 federal/nonfederal match for the money requested in the proposal (e14). The project

also has 19 MOUs (e0-e39) from all of the agencies and organizations that are participating in the project. There is an established record of commitment, partnership, and expertise in the partners that are involved (e19).

Weaknesses:

There were no weaknesses observed in this section.

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:

There is a comprehensive management plan that relies on a research-based model for management, predicated on IUPUI's role as an anchor institution in the project (e14-e15). This model factors experience, availability of multiple resources, and consistent communication channels into the planning, management, and coordination processes (e15-e18). There is a description of the roles of key personnel, including the principal and FSCS coordinator (e19). Additionally, a description of the qualifications is included (e20). The time commitments of these key personnel are appropriate for the project.

Weaknesses:

The job description for the FSCS coordinator is insufficient to know if the qualifications are appropriate.

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:

The proposed project is based on a comprehensive logic model (e0-e14) and other research (e6, e22, e26) that reflects up-to-date knowledge from research and effective practice. The services proposed in this model reflect a likelihood that the project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Weaknesses:

There were no weaknesses observed in this section.

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 proposed project will rely on an outside evaluator. It will utilize qualitative and quantitative data (e31). The proposal provides a chart with the objective, measures and indicators that will be collected (e29-e31). The data will be analyzed by the external evaluator (e29) and in groups, as appropriate. Instrumentation will be developed during the first year of the project.

Weaknesses:

There were no weaknesses observed in this section.

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:

This proposal is addressing the school intervention model. There is a new principal, they have rehired 50% of the staff, adopted a new governance structure, and implemented a research based instructional program (e0).

Weaknesses:

There were no weaknesses observed in this section.

Reader's Score: 2

Status: Submitted
Last Updated: 09/09/2010 12:27 PM

Status: Submitted

Last Updated: 08/26/2010 11:24 AM

Technical Review Coversheet

Applicant: Indiana University -- Community Learning Network, (U215J100212)

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 #20 - Panel - 20: 84.215J

Reader #1: *****

Applicant: Indiana University -- Community Learning Network, (U215J100212)

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 has developed a thorough logic model, during their grant planning period, which will assist the project in staying on task and will direct the flow of services and activities to best meet the intended outcomes. The model visibly relates inputs to outputs to results and then to a clear intended impact. Pages e0-e5

A need for the project is evidenced through local statistics that indicate: a high number of children in the service area are living in poverty (47.8%); 63% of families are headed by a single parent; and almost 39% of residents over the age of 25 do not have a high school diploma. Further data regarding number of births to teens, unemployment rates, low student achievement and median incomes support the need for a comprehensive community schools initiative. Pages 3, 4

The applicant will address the needs of students and their families and fill the gap in services through a well-designed project plan that will include remedial education and academic enrichment, parent engagement and family literacy, mentoring and youth development programs, community service opportunities and job training and career counseling services. Pages 8-10

The applicant estimates 4,922 individuals will be served in the first year of programming and the number will increase to serve 85% of eligible students and families by the end of the funding period. Page 10

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 presents ten MOUs from supporting agencies that will bring a variety of resources to the project. In addition to the administration and use of the school facilities to be served, partnerships will provide access to early childhood programs, Cub Scout and Boy Scout opportunities, recreational activities and library programming. Pages MOUs e0-e38

Contractual relationships are in place that will increase resources to include on-site mental health services, mentoring and youth development programming, parent engagement activities, service learning, job training and financial stability services to students and their families. Pages Budget Narrative e0-e2

For the first year of the project, the total cost per person served is estimated to be \$100.70 and by the fifth year that cost will be reduced to \$71.44 giving the project a more than reasonable budget in relation to the services to be provided. Page Budget Narrative e3

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:

The applicant has included resumes for key staff that represent a wealth of knowledge and experience in developing student programs, forming community partnerships, providing mentoring, and connecting students and families to health care resources. Resumes e0-e5

The applicant presents a management plan that includes all stages of planning, coordination, consistent and ongoing communication and project oversight. A Leadership Team has already convened with key partners and principals to develop protocol for the implementation and evaluation of the project. Pages 16-19

The applicant describes the roles and responsibilities of the Project Manager, Project Specialist, the on-site full-time Community School Coordinator as well as the role of the school's Principals. An Extended Learning Day Coordinator will also be hired to oversee the daily operations at the school from 2:30-8:00. The experience of current staff members are well matched to the proposed responsibilities and the staffing plan appears to be adequate for managing a successful

program. Pages 20, 21

An additional strength in this proposal is the recognition of the need for ongoing training and staff development. These efforts will be coordinated with the Principal and the Community School Coordinator and cover topics such as addressing student learning styles, multicultural competency and integrating positive youth development strategies. Pages 22, 23

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 applicant has utilized extensive research based and best practice models in the design and coordination of proposed services. For example, parent engagement activities are based on research by Anne Henderson and Karen Mapp and the program is designed to guide participants in ways that will increase meaningful parent engagement to ultimately improve student outcomes. The applicant has carefully chosen programs and services that have proven to be successful and are based on the latest trends for comprehensive FSCS models. Pages 23, 24

Coordination of the FSCS initiative with the currently funded 21st Century efforts will ensure that students have maximum support and that the services and activities have the best chance to lead to improved academic achievement. Pages 28, 29

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:

An external evaluation will be overseen by the Center for Urban Measurement and Evaluation at the university and will include formative and summative evaluations. A chart is included that specifies core objectives, performance measures, benchmarks and related outcomes. Data collection will include student test scores, pre and post assessments, attendance reports and numbers of participants in each activity or service. Documentary evidence will be coded and analyzed using data management software and program improvements will be informed by analysis reports. Pages 31, 32

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:

The applicant is proposing to serve a Title I school that has not met AYP for three consecutive years and has already implemented the Turnaround Model as an intervention. Students will receive an array of services that will lead to improved academic achievement and include remedial education, group tutoring, PYD activities, primary health services and nutrition services. As a member of the FSCS Leadership Team, the principal will play an integral part in aligning goals, implementation and outcomes.

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Status: Submitted
Last Updated: 08/26/2010 11:24 AM