

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

Status: Submitted

Last Updated: 08/30/2010 03:19 PM

Technical Review Coversheet

Applicant: Paterson Public Schools -- , (U215J100148)

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	2
Sub Total	2	2
Total	102	102

Technical Review Form

Panel #4 - Panel - 4: 84.215J

Reader #2: *****

Applicant: Paterson Public Schools -- , (U215J100148)

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 indicates that in 1991 the school district was taken over by the NJ Department of Education, and it remains under state control today. Families in Paterson live in poverty, with a median income of \$38,921, less than 40% of the national average.

The minority population is large, crime rates are high and unemployment is soaring. Students at Paterson schools generally perform poorly, with students scores on standardized tests trailing their peers across the state and the nation. (pgs1-6)

Paterson's current median family income of \$38,921 is 40% less than the national average of \$63,211, despite a high cost of living. 22.5% of families live below the poverty level, compared to 9.6% nationally, while 32% of Paterson children live in poverty, nearly 3 times the state average of 12%. The population is 50.1% Latino and 32.9% black; 33% are foreign-born. 59.1% of residents speak a language other than English at home. The 2009 unemployment in the county of Passaic was 11.2%, compared to the national rate of 9.3% ; various estimates have the unemployment rate ranging up to 16.4%. Crime national average and the robbery rate 2.03 times the national average.

The State District Superintendent Donnie W. Evans has added the conversion of schools to FSCS models to his strategic plan, a change that is strongly supported by principals, teachers and families. PPS has already selected three schools to be converted over the next two years, and reached out to national expert Children's Aid Society for assistance

Each of the project components are based on evidence of effectiveness. The district has re-organized each of its schools into Full Service Community Schools based on success shown by the Children's Aid Society Community Schools Model. CAS will provide significant technical support to this initiative. Evaluations of this model demonstrate increased academic achievement, such as a 25% increase in reading at proficiency; a 33% increase in math proficiency; improvement on standardized test scores, school attendance, self-esteem and career aspirations. The model also led to progress in student mental health issues.(pgs. 6-8)

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 schools have agreed to provide access to equipment, supplies and curricular materials, support of their parent liaisons and secretarial staff, and teacher cooperation. Principals have agreed to participate in weekly Leadership Team meetings, and monthly Advisory Council meetings

Each partner in this grant is committed to extending its services into the target schools. They have agreed to provide at a discount staff, training, equipment, and supplies to support the FSCS initiative, attend Advisory Committee meetings, and cooperate with the evaluation. JP Morgan Chase has agreed to provide \$150,000.00 in funding for each of the first three years of the FSCS initiative, and \$100,000 per year in years 4 and 5. (pgs.15-18)

Each Program Partner fully supports our FSCS initiative. The applicant has MOUs that provide details of the partner commitments.

The applicant provided a detailed cost analysis in the proposal. For example: (1) In year 1, they will serve all 1019 students at School #5, plus 20% (204) of their family members and 25 community residents at a cost of \$499,710, or a per person cost of \$344. \$95.40 or 27.7% of costs will cover the establishment and use of the medical clinic, (2) Over the life of the project, we will serve 2,790 people, including the 311 Napier students, 811 NRC students, 20% of their families and 125 community members, and (3) Total costs will be \$2,498,795, or \$895 per person. \$830,455 (or \$297 per person) will be used to establish the health clinic and provide treatment.

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 indicates that the PPS will provide oversight of the entire FSCS program that is being established. PPS has hired a full-time supervisor of FSCS, who will work with the school superintendent to provide support to schools as they begin the process of converting to a FSCS. In addition, each school principal will support the conversion to his or her schools FSCS. They will develop relationships with FSC partners, provide partner access to school buildings and services; work with partners to adapt programs to meet the needs of each school; provide academic enhancement activities and materials; assist partners in outreach to parents through Parent Liaisons; provide data; and share staff training and technical assistance. Each school will maintain a leadership team, consisting of the principal, full-time Site Coordinator, instructional coach, school nurse, guidance counselor, student services representative, and chief custodian, which will meet weekly to assure coordination and address any challenges. (pgs.28-26)

New Jersey Community Development Corporation will serve as the lead agency in Year 1 of the grant, and will provide site management services. In Year 2, the Paterson YMCA will manage the program at NRC, and we are currently in the process of selecting a lead agency for Napier. As lead agencies, these organizations will: hire, train and supervise a full time Site Coordinator in each school; work closely with each school's principal; manage the relationships with partners and other community organizations; develop a schedule of activities agreed to by all partners and meeting the needs of students, families and community; and manage data.

A Leadership team will also oversee the FSCS program at each school site. Members of this team will include the school principal and assistant principal, instructional coach, student services representative, nurse, guidance counselor, chief custodian, and Site Coordinator. Key responsibility for program implementation at each target school will lie in its Community School Coordinator. Each Coordinator will be an employee of, and report to, the lead agency at that school. However, the Coordinator will also have a reporting relationship to the school principal. Each principal will host monthly meetings with its lead agency, and the PPS Supervisor, and weekly meetings with his or her Coordinator.

The PPS Supervisor of Full Service Community Schools will commit 100% of her time to the FSCS initiative. Each Community School Coordinator will also spend 100% of their time working on the FSCS initiative at their school. Each school principal has committed to weekly meetings with their Community School Coordinator and monthly meetings with the PPS Supervisor, and has stated that they will provide more time to this initiative if it is necessary.

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:

Each of the project components are based on evidence of effectiveness. The applicant indicated that the school district has reorganization its schools into Full Service Community Schools is based on success shown by the Children's Aid Society Community Schools Model. CAS will provide significant technical support to this initiative. Evaluations of this model demonstrate increased academic achievement, such as a 25% increase in reading at proficiency; a 33% increase in math proficiency; improvement on standardized test scores, school attendance, self-esteem and career aspirations. The model also led to progress in student mental health issues,

Outreach Clinical LLC will establish a school based health clinic at each school. The clinic will provide scheduled and walk-in services that will include physical/dental examinations, nutrition counseling, immunizations, TB testing, first aid care, emergency care and screening, HIV referrals, diagnosis and treatment of medical conditions. The clinic will be staffed by a multi-disciplinary team, which may include physicians, dentists, nurse practitioners, physicians' assistants and/or mental health professionals. This team will work with the school nurse.(pgs. 20-28)

The applicant has provide an exhaustive list of project services to be provided through the Full Service Community School model. Among a few are: (1) Youth Academic Enrichment with Ameri-Corps, (2) During the school day students will engage in Navigation 101, an advisory-based life planning program that helps students improve their academic performance and plan for future education and career choices. Monthly themes cover academic preparation and improvement, planning and goal setting, college and career preparation, (3) the model will include an afterschool program that will operate 5 days each week and serve 250 students; the program will offer homework help, academic enhancement activities and skill-based opportunities (4) To provide academic assistance to older youth, we will open a Youth and Community Center at each FSCS school, (5) The Paterson Public Library will host literacy clubs twice each month at each site, (6) High School students will be offered ESL classes one night each week at the Youth and Community Center ,and (7) GED classes for high school drop outs will be provided at the Youth and Community Center one night a week.

The applicant project services are outstanding and well thought. The services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice and there is a great 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.

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:

The applicant indicates that they will collect data in a variety of ways from all stakeholders, and analyze the data to: (1) Identify program strengths and weaknesses and develop plans to build on strengths and address weaknesses, (2) Verify whether our FSCS initiative is running as we planned, and if not, why not, and (3) Determine whether we are implementing the right program activities to bring about our desired outcomes. (pgs. 32-35)

Each month the Evaluator will produce a monthly report summarizing data collected, data analyses and recommendations. The reports will be distributed to the Advisory Committee and Management Committee. The Evaluator will also attend all Advisory Committee meetings and selected Management Committee meetings, where he or she will present findings and solicit feedback. Based on feedback and findings, the Evaluation Plan will be then be adapted. The evaluator will also host two large scale meetings per year, dedicated to assessing evaluation findings and planning for the future.

The applicant has indicated the evaluation will be used to shape the development of the project from the beginning of the project period. The includes and will further develop 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. Examples of the outcomes projected are: (1) Outputs: Increased understanding and knowledge of FSCS, increased operational capacity, time-sensitive response to technical capacity concerns, articles, conferences, & workshops on best practices, and dedicated funding for the FSCS initiative, (2) Short-term Outcomes: School attendance, parent involvement, community support, shared vision and ownership, change in local policy, and institutionalized partners, (3) Intermediate Outcomes: Increased social capitals, FSCS sustainability for 0-12 educational system, families receiving needed support, increased reading proficiency, and scale-up the initiative. (4) Long-term Outcomes: Increased graduation rates from institutions of higher education, all children prepared for their appropriate grade-level, and all students equipped for success in school and in life.

The applicant will host a year end forum each year to speak to other potential applicants and will provide assistance to other school districts seeking to convert their schools to the FSCS model. To further extend the replication, the applicant will post their mid-year and year-end evaluation reports on the Internet, and distribute them through the New Jersey Department of Education and other channels. Additionally, the applicant will host a yearly forum to discuss their

experiences, and speak at meetings and conferences across the state and county.

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 indicates that the project components are based on evidence of effectiveness and success shown by the Children's Aid Society Community Schools Model. Evaluations of this model demonstrate increased academic achievement, such as a 25% increase in reading at proficiency; a 33% increase in math proficiency; improvement on standardized test scores, school attendance, self-esteem and career aspirations.

The model also led to progress in student mental health issues, an increase in access to quality health care, and better student and family management of chronic illnesses. Social and emotional development and community engagement improved; students were more engaged with community, had better behavioral conduct and more positive attitudes towards schools. Parents were more involved, took more responsibility for their children's school work, felt welcome and were observed to be a presence in school more than in comparison schools. Additionally, the Coalition of Community Schools reviewed 49 evaluations of community schools, and found that 46 reported positive outcomes

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Status: Submitted

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Status: Submitted

Last Updated: 08/30/2010 01:13 PM

Technical Review Coversheet

Applicant: Paterson Public Schools -- , (U215J100148)

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 #4 - Panel - 4: 84.215J

Reader #3: *****

Applicant: Paterson Public Schools -- , (U215J100148)

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:

A comprehensive Full-Service Community Schools plan is presented that includes the needs of students, families and the community. Goals are clearly identified and matched to the program activities and intervention plan. The program design and plan are remarkable - especially in light of the fact that this district has been under state control since 1991 - Congratulations on turning the wheel around, and around.

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 cash financial contribution by an area bank is most impressive, as well as the range and extent of services offered in the MOUs. The cost effective analysis is compelling, as well as the thought connection to the statewide strategic plan.

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 quality of the management plan for the proposed Full-Service Community School plan is superior and the inclusion of specific partners are carefully considered. In the initial stages of community planning, the formation of a Steering Committee and Advisory councils was helpful in identifying the targeted schools for the intervention plan. The school district plans to move all their schools in alignment with the FSCS model, and it is interesting that the project will be shared by area partners.

Weaknesses:

This reader would like to see more direct student involvement in the Advisory Committee and/or Steering Committee. The excellence of the team is fully noted, but there is a lack of student voice.

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 comprehensive plan for school intervention articulates 12 service areas that are matched to the program activities and their is clear documentation of expected benchmarks and student gains. The scope and integration of community partners is impressive and commendable.

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

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Strengths:

A comprehensive model and plan for evaluation is presented that articulates benchmarks and performance measures. Timeline includes how data will circle back and inform academic instruction as well as modify program activities as needed. The fact that an RFP has already been released to identify the FSCS evaluator show exceptional planning and forethought.

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:

The proposal thoroughly describes a school intervention model that strives to improve academic outcomes for students, inclusive of academic, social and health services. The plan targets 3 persistently low-achieving schools.

Weaknesses:

Reader's Score: 2

Status: Submitted

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Status: Submitted

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Technical Review Coversheet

Applicant: Paterson Public Schools -- , (U215J100148)

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 #4 - Panel - 4: 84.215J

Reader #1: *****

Applicant: Paterson Public Schools -- , (U215J100148)

Questions

Selection Criteria - Quality of Project Design

1. (1) The Secretary considers the quality of the design of the proposed project.
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Strengths:

The applicant offers a comprehensive program design with three clear goals and seven measurable objectives. Community clients live in poverty and social instability. Target clients include 1000 in one school, 391 students, and grades 5-8, in another school, and 811 students, k-8, in a school that has never made AYP. Two high schools have not made AYP in last seven years. The services are aligned with identifiable community needs.

Weaknesses:

Reader's Score: 25

Selection Criteria - Adequacy of Resources

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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 applicant has strong financial support from JP Morgan over several years, allowing for multi-year planning. The applicant, state superintendent, and school principals are committed to a FSCS Initiative advocated in a state strategic plan. Resources will allow applicant to serve all 1019 students and 20% of family members in the first year, averaging \$344 per client. In comparison, the district spends about \$8k per student annually.

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.
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 - (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 project is integrated in the State educational strategy. A FSCS steering committee was established last year. The committee selected three schools and began developing an action plan. The three target schools have formed an Advisory Team that meets monthly to monitor progress. Each school has a leadership team that meets weekly to assure effective coordination. Each of the schools has a distinct lead agency. The school district will have entire oversight. The applicant will lead the collaborative the first year and then each school principal will lead the local collaborative. The key staff is well qualified with appropriate time commitment to the project.

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:

Services reflect current knowledge and effective practices in twelve service areas provided by identified partners. A comprehensive gap analysis identified the target service areas. The current FSCS model has increased academic performance; 33% in math and 25% in reading. Technical assistance to the FSCS will be provided by a third party.

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--
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 - (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:

Objective performance measures, quantitative and qualitative, are clearly detailed. Included are; data type, collection methods, timeframe, analysis and reports, used to drive decision-making. Benchmarks identify implementation and performance measures. The applicant will comprise an evaluation team to conduct the evaluation. Recommendations are made on replicating the effective FSCS model.

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:

Application uses census data to portray the poverty in the community and standardized test to show low academic performance. A comprehensive intervention plan is proposed.

Weaknesses:

Reader's Score: 2

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