

Technical Review Cover Sheet

Panel Details

Fiscal Year 2014 **CFDA/Subprogram** 84.215J **Schedule No** 1 **Tier No.** 1

Panel Name Full Service Community Schools - 6

Applicant Name Austin Voices for Education and Youth **PR/Award No** U215J140125

Questions

	Points Possible	Points Scored
1. Selection Criteria		
Project Design	25	25
Adequacy of Resources	20	20
Management Plan	25	22
Project Services	20	20
Project Evaluation	10	9
TOTAL	100	96

Priority Questions

1. Competitive Preference Priority: Promise Zones

CPP: Promise Zones	3	0
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TOTAL	3	0
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GRAND TOTAL	103	96
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Technical Review Form

Applicant Name Austin Voices for Education and Youth **PR/Award No** U215J140125

Reviewer Name

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 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

(ii) 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.

(iii) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

(iv) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding stream from other programs or policies supported by community State and Federal Resources.

Strengths:

- The applicant indicated that the target population and the community describing the four Title 1 predominately Hispanic minority- majority schools where student struggles academically and socially. (pg. e14 & E18)
- The applicant indicated that the target schools are nearly half ELL, highest proportion of refugee students, and 80% of these students are at risk of dropping out of school.
- The applicant indicated that in 2013 only 69% of Cook ES, 68% of Wooldridge, ^2% of Burent, and 67% of Lanier students met the state standards in all subjects tested compared to 78% of students in AID ad a whole and 77% of public school students statewide.
- The applicant described eligible services the proposed program will provide such as family financial literacy, family engagement and parent education programs, job training, adult education including ESL and adult literacy programs and activities that promote academic education, nutrition services and health care. (pg. e14& e20-21)
- The applicant provided information regarding the community concerns and characteristics such as high poverty rate, unemployment and underemployment, low high school graduation rates and violent crime that influence the learning environment. (pg. e19)
- The applicant has stated that Austin voices, AISD and other partners are constantly identifying and applying for funding that will strengthen the program and contribute to its survival and ensure the permanency of the proposed project its survival beyond the end of the grant.(Pg. e32)
- The applicant indicated that in collaboration with Austin Voices, AISD and other community organizations they have 7 experience with similar programs that as evidence that will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding stream from other programs or policies supported by community State and Federal Resources (pg. e32)

Weaknesses:

None

Question Status: Completed

Reviewer Score: 25

Selection Criteria - Adequacy of Resources

2. (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 indicated that Austin Independent School District has committed to facility support, staff planning time, supplies and financial support providing evidence of adequate support and resources. (pg. e34)
- The applicant provided a table of over 25 project community partners with a program/ service description as evidence of partners and their commitment to the proposed program. (pg. e36)
- The applicant provided evidence of partners and their commitment to the proposed program through letters of support and memorandums of understanding (MOUs). Austin Voices will also provide matching funds to the project. (pg. e63 -72)
- The costs are reasonable in relation to the number to be served. The annual budget of \$601,749 dollars to service 3,484 participant would yield a cost per participant of \$172.72. (Pg. E39)

Weaknesses:

- None.

Question Status: Completed

Reviewer Score: 20

Selection Criteria - Quality of the Management Plan

3. (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 evidence of a comprehensive plan to be provided at each school targeted which includes a project director who will oversee planning and grant outcomes as well as community site directors who will lead the program at each of the four targeted schools. (pg. e.40-42)
- The applicant will provide monthly reports to the supervisors and AISD, tracking case managed services, adult education and volunteer hours and other metrics determined by the project.(pg.42)

- The applicant provided resumes and job descriptions for the programs director and other key project personnel which include the necessary expertise to meet the objectives of the program. (pg. e42-44& e83-90)

Weaknesses:

- The applicant did not provide evidence of the time commitments of the project director, the FSCS coordinator, and other key project personnel as evidence that they are appropriate and adequate to meet the objectives of the proposed project.

Question Status: Completed

Reviewer Score: 22

Selection Criteria - Quality of Project Services

4. (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 cited research from Henderson, A & Mapp K. 2002, Crispeels, JH & Riverio, E. 2000, Cutuli, JJ et al, etc. as evidence of the extent to which the services such as family engagement, family stability, strength- focused case management are examples of effective practices. (pg. e 44-46)
- The applicant cited research from several journal and studies as evidence of the likelihood that the proposed project will lead to academic improvement to students. (pg. 44-47)
- The applicant cited local and national experience as evidence of the likelihood that the proposed project will lead to academic improvement to students. (pg. 46-47)

Weaknesses:

- None

Question Status:Completed

Reviewer Score: 20

Selection Criteria - Quality of the Project Evaluation

5. (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) Will provide timely and valid information on the management, implementation, or efficiency of the project; and

(ii) Will provide guidance on or strategies for replicating or testing the project intervention in multiple settings.

(iii) Will provide valid and reliable performance data on relevant outcomes.

STRENGTHS:

- The applicant provided a comprehensive mixed methods evaluation plan which will provide timely and valid information on the management, implementation, and efficiency of the project. (pg. E44-51)
- The applicant indicated that the proposed program will provide a final report feedback to the LFSCSP Management Team and stakeholders every 6 and 12 months over the grant period (pg. e47)

WEAKNESSES:

- The applicant did not provide evidence of replicating or testing the proposed project intervention in multiple settings.

Question Status: Completed

Reviewer Score: 9

Priority Questions

Competitive Preference Priority: Promise Zones - Promise Zones

- 1. The Secretary gives competitive preference to applications that propose to work with communities that have been awarded a Promise Zone designation. Promise Zone designees have committed to establishing comprehensive, coordinated approaches in order to ensure, among our goals, that America's most vulnerable children succeed from cradle to career. This designation is designed to assist local leaders in creating jobs, increasing economic activity, improving educational opportunities, leveraging private investment, and reducing violent crime in high-poverty urban, rural, and tribal communities. Promise Zone designations establish comprehensive, coordinated approaches in order to ensure America's most vulnerable children succeed from cradle to career. By partnering with Promise Zones designees, the Federal government will help communities access the resources and expertise they need--including the resources from various neighborhood revitalization initiatives--to ensure that Federal programs and resources support the efforts to transform these communities.**

Strengths

None

Weaknesses

The applicant proposed program will not be working with communities that have been awarded a Promise Zone designation.

Question Status: Completed

Reviewer Score: 0

Technical Review Cover Sheet

Panel Details

Fiscal Year 2014 **CFDA/Subprogram** 84.215J **Schedule No** 1 **Tier No.** 1

Panel Name Full Service Community Schools - 6

Applicant Name Austin Voices for Education and Youth **PR/Award No** U215J140125

Questions

	Points Possible	Points Scored
1. Selection Criteria		
Project Design	25	25
Adequacy of Resources	20	20
Management Plan	25	22
Project Services	20	20
Project Evaluation	10	7
TOTAL	100	94

Priority Questions

1. Competitive Preference Priority: Promise Zones

CPP: Promise Zones	3	0
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TOTAL	3	0
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GRAND TOTAL	103	94
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Technical Review Form

Applicant Name Austin Voices for Education and Youth **PR/Award No** U215J140125

Reviewer Name

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 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

(ii) 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.

(iii) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

(iv) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding stream from other programs or policies supported by community State and Federal Resources.

Strengths:

i. The applicant's targeted area includes an estimated number of individuals to be served and general profile of the community of 3,484 people. It is noted that the community comprises high-need, low-income, population-dense neighborhoods. It was also noted that there is a high degree of underemployment, single-parent families, crime and violence, and housing instability.

ii. The applicant proposes to services that improve access to and use of social service programs and programs that promote family financial stability, family engagement, including parental involvement, parent leadership, family literacy, and parent education programs.

It is expressed that the project plan is to foster and sustain robust partnerships in the target area that engage and strengthen families, improving their economic chances, connecting them to resources to meet their needs, and providing them with training and supports to help their children succeed in school and the community, as well as to generally improve the educational climate and raise the educational expectations of the community by providing a continuum of adult education opportunities linked to social services supports for all residents (page 45).

iii. It was stated that 20% of parents at partner campuses will take part in school planning events yearly. Also, 75% of organizations supporting campuses will become formal partners of the applicant's proposal. The following eligible services, supporting these goals and objectives, will be delivered by coalition members through a new campus-based Family Resource Center (FRC) .

iv. The applicant acknowledges that there is a need to actively improve and develop the relationship between related entities. The applicant identified an improved experience in building collaborative partnerships, grassroots organizing and community engagement, youth leadership, school turnaround models and delivery of social services to students and families. The Project will also leverage and incorporate a number of other supports from local, state and federal sources.

Weaknesses: None

Question Status: Completed

Reviewer Score: 25

Selection Criteria - Adequacy of Resources

2. (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:

i The applicant stated that Austin Voices and other partners are constantly identifying and applying for funding that will strengthen the program and contribute to its survival, including examining state formula funding for education and other federal programs, such as Title I, to see what aspects of this program can be supported as part of the community's basic public school budget (page 32). Due to the applicant's close relationship with a school and its demonstrated success in school turnaround based on community school strategies, that school has committed facility support, staff planning time, supplies and financial support limited by a highly constrained budget climate.

ii. The applicant provided substantial data reinforcing the commitment of each partner in the proposed project. The applicant added timeframes and allotted resources allowed to be used by committed partners.

iii. The applicant noted a number of service recipients of 3,484,. The cost per participant for the applicant is \$172.72. It was determined that this cost is very reasonable considering the number of needed services that will be offered, the convenience of these services being available on neighborhood school campuses, and the high quality of the services scheduled for delivery. The applicant also expressed that purchasing any of these services on the open local market would

cost considerably more than the cost per participant projected within the proposal.

Weaknesses: None

Question Status: Completed

Reviewer Score: 20

Selection Criteria - Quality of the Management Plan

3. (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:

i. The applicant provided a comprehensive plan that is based on experience creating community school networks in other neighborhoods, values a clear management structure, strong relationships, capacity building and sustainable planning and evaluation processes. The Project Director of the proposed project will oversee the planning and grant outcomes. Community School Site Coordinators will lead at each of the four target campuses, and other key personnel and the roles they play were stated within the proposal.

ii. The applicant noted that the project staff will be supplemented by existing campus staff, as well as the supporting school's staff. The applicant stated that Lanier Community School Alliance will act as an advisory board and planning team for the project, bringing together project partners, school leaders, community members and parents monthly.

iii. Strong evidence is provided expressing that key personnel's time is appropriate and adequate. The applicant stated that the implementation of strategies to meet the needs and connecting families to health and mental health services has demonstrated positive outcomes for children. The applicant noted research shows that providing a suite of integrated services that prepare parents and adults in the community for employment and higher wages strongly contributes to improving the learning environment for all children.

Weaknesses:

The applicant failed to address relevant training and prior experience and successes of key project personnel as it relates to implementation of the proposed project.

Question Status: Completed

Reviewer Score: 22

Selection Criteria - Quality of Project Services

4. (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:

i. The applicant stated that the proposed strategies are based on both local and national experience in supporting school turnaround and positive change in academic outcomes.

ii. The data that supports local organization's record of success in tackling the worst schools, provides the applicant with the high likelihood that they have very good success in implementing the evidence as well (page 46).

Weaknesses:

None

Question Status: Completed

Reviewer Score: 20

Selection Criteria - Quality of the Project Evaluation

5. (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) Will provide timely and valid information on the management, implementation, or efficiency of the project; and

(ii) Will provide guidance on or strategies for replicating or testing the project intervention in multiple settings.

(iii) Will provide valid and reliable performance data on relevant outcomes.

Strengths:

i. The applicant noted that the qualitative evaluation component will use a range of well-established methods, including but not limited to key informant interviews, focus groups, and content analysis to capture and report changes in the indicators and identify project process. It was stated that the qualitative data collected will be analyzed to identify themes and patterns in participants' responses, as well as trends in the overall direction of the Project and its intended and unintended consequences.

ii. Also, the excessive experience of key personnel will provide guidance on or strategies for replicating or testing the project intervention in multiple settings (page 49).

iii. The applicant stated that the use of quantitative data collected will be used, which includes

experiential anecdotes from participants that can help illuminate progress, obstacles and individual, family, neighborhood, community and partner impacts.

Weaknesses: The applicant did not provide relevant percentage to determine the effectiveness of the proposed projects. The data was not present on the chart on page 50.

Question Status: Completed

Reviewer Score: 7

Priority Questions

Competitive Preference Priority: Promise Zones - Promise Zones

1. **The Secretary gives competitive preference to applications that propose to work with communities that have been awarded a Promise Zone designation. Promise Zone designees have committed to establishing comprehensive, coordinated approaches in order to ensure, among our goals, that America's most vulnerable children succeed from cradle to career. This designation is designed to assist local leaders in creating jobs, increasing economic activity, improving educational opportunities, leveraging private investment, and reducing violent crime in high-poverty urban, rural, and tribal communities. Promise Zone designations establish comprehensive, coordinated approaches in order to ensure America's most vulnerable children succeed from cradle to career. By partnering with Promise Zones designees, the Federal government will help communities access the resources and expertise they need--including the resources from various neighborhood revitalization initiatives--to ensure that Federal programs and resources support the efforts to transform these communities.**

Strengths

Not applicable.

Weaknesses

Not applicable.

Question Status: Completed

Reviewer Score: 0

Technical Review Cover Sheet

Panel Details

Fiscal Year 2014 **CFDA/Subprogram** 84.215J **Schedule No** 1 **Tier No.** 1

Panel Name Full Service Community Schools - 6

Applicant Name Austin Voices for Education and Youth **PR/Award No** U215J140125

Questions

	Points Possible	Points Scored
1. Selection Criteria		
Project Design	25	25
Adequacy of Resources	20	20
Management Plan	25	25
Project Services	20	20
Project Evaluation	10	8
TOTAL	100	98

Priority Questions

1. Competitive Preference Priority: Promise Zones

CPP: Promise Zones	3	0
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TOTAL	3	0
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GRAND TOTAL	103	98
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Technical Review Form

Applicant Name Austin Voices for Education and Youth **PR/Award No** U215J140125

Reviewer Name

Selection Criteria - Quality of Project Design

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

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(iii) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

(iv) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding stream from other programs or policies supported by community State and Federal Resources.

The proposed project targets a district in Austin that has a high level of poverty and violent crime, low academic achievement among children and youth, a high percentage of refugee families, and the fewest number of registered voters in the city (pp. 2-3).

The applicant describes the specific number to be served, including 2428 students and 1056 families, and addresses the total number of recipients to be tracked through the proposed project within the targeted schools of Lanier High School, Burnet Middle School, Cook Elementary and Wooldridge Elementary School (pp. 1-4).

The applicant provides goals and measurable objectives in alignment with the FSCS model, addressing the areas of academic achievement, family engagement, and community participation (pp. 4-5).

The applicant addresses the services and strategies of 4 of the US DOE's 12 FSCS eligible services included its project design. (p. 5)

The applicant details the first year of implementation and planned efforts to conduct community needs assessments, develop community asset maps, and administer family surveys to solicit input for program planning (p. 8).

The applicant describes the long-term, broader impacts of the proposed project on the community of Austin and identifies additional funding streams and partnerships that will help in sustaining the proposed project beyond the grant period, including partnerships with Boys and Girls Club, Communities in Schools, Seton Healthcare Family/Insure-A-Kid, and grants to expand the Adult Academy's capacity (pp. 11-16).

No weaknesses noted.

Question Status: Completed

Reviewer Score: 25

Selection Criteria - Adequacy of Resources

2. (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.

The applicant leverage federal, state and local funding for the proposed project through a variety of sources including the 21st Century grant funds, Federal school improvement funding (TIPPS), Title 1 funding, and violence prevention funding through the local PD among others (p. 17).

The applicant describes various streams of support for the proposed project, including facility provision, data support (Efforts to Outcomes), service coordination and overall grant coordination (pp. 18-19).

The applicant details the responsibilities of each community partner along with aligned objectives, program/service description, and specific school(s) to be served by the partner through a chart illustrating each community partner, the program/service to be provided, specific objectives met through respective service provision, and specific school site for each partner commitment (pp. 20-22).

Overall costs are reasonable given the services offered and number of individuals served. (budget narrative)

No weaknesses noted.

Question Status: Completed

Reviewer Score: 20

Selection Criteria - Quality of the Management Plan

3. (1) The Secretary considers the quality of the management plan for the proposed project.

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(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.

The design of the proposed project includes an advisory board consisting of project partners, school leaders, community members and parents that will meet on a monthly basis to guide program activities (p. 24).

The applicant provides an organizational chart with specific information on the role of key project staff, including the FSCS Project Director, campus Principals, and Parent Support Specialists among others. (p. 24)

The applicant details appropriate levels of qualifications and time allocation for key staff to support full project implementation, including educational background, bilingual (Spanish/English), and professional experience, and time commitments of staff are appropriate given project activities (p. 26-28 and appendix e93-95).

No weaknesses noted.

Question Status: Completed

Reviewer Score: 25

Selection Criteria - Quality of Project Services

- 4. (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.**

The applicant cites relevant research regarding the evidence base for proposed services, including intervention efforts focused on the efficacy of family engagement services, social services that meet students' basic needs, and employment readiness support (pp. 28-29).

Strategies included by the applicant are supported by recent educational research on the effects of poverty on academic achievement (Latour and Tissington, 2011) and resilience factors impacting academic achievement among homeless and highly mobile students (Cutuli 2012). The applicant's proposed strategies will positively impact resilience and academic achievement among the target population through services such as case management, out of school time programs, and coaching/mentoring. (pp. 20-29)

The applicant describes alignment with past educational improvement efforts that have resulted in a dramatic increase in academic achievement among students. (p. 30)

The applicant proposes strategies in accordance with advances in student achievement and overall change efforts that improve academic performance. (p. 30)

No weaknesses noted.

Question Status: Completed

Reviewer Score: 20

Selection Criteria - Quality of the Project Evaluation

- 5. (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) Will provide timely and valid information on the management, implementation, or efficiency of the project; and

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(iii) Will provide valid and reliable performance data on relevant outcomes.

The applicant proposes a mixed methods evaluation to include process and outcome components for the purpose of measuring the effectiveness of project strategies (p. 31).

The applicant plans to utilize the IRB process to ensure appropriateness of human subjects review prior to the initiation of evaluation activities (p. 31).

The project evaluation team includes a lead researcher with Academic Research Associates and over 30 years' of experience implementing human service, health and educational evaluations for nonprofit and educational organizations (p. 33).

The applicant provides specific indicators and measurements for each proposed strategy (p. 34).

Weaknesses

The applicant fails to provide specific strategies for replicating the project intervention in multiple settings.

Question Status: Completed

Reviewer Score: 8

Priority Questions

Competitive Preference Priority: Promise Zones - Promise Zones

- 1. The Secretary gives competitive preference to applications that propose to work with communities that have been awarded a Promise Zone designation. Promise Zone designees have committed to establishing comprehensive, coordinated approaches in order to ensure, among our goals, that America's most vulnerable children succeed from cradle to career. This designation is designed to assist local leaders in creating jobs, increasing economic activity, improving**

educational opportunities, leveraging private investment, and reducing violent crime in high-poverty urban, rural, and tribal communities. Promise Zone designations establish comprehensive, coordinated approaches in order to ensure America's most vulnerable children succeed from cradle to career. By partnering with Promise Zones designees, the Federal government will help communities access the resources and expertise they need--including the resources from various neighborhood revitalization initiatives--to ensure that Federal programs and resources support the efforts to transform these communities.

Strengths

The applicant has not been awarded Promise Zone designation.

Weaknesses

The applicant has not been awarded Promise Zone designation.

Question Status: Completed

Reviewer Score: 0