

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 - 8

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**Applicant Name** Paterson Public School District **PR/Award No** U215J140059

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Questions

	<b>Points Possible</b>	<b>Points Scored</b>
<b>1. Selection Criteria</b>		
Project Design	25	25
Adequacy of Resources	20	20
Management Plan	25	25
Project Services	20	20
Project Evaluation	10	7
<b>TOTAL</b>	<b>100</b>	<b>97</b>

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Priority Questions

**1. Competitive Preference Priority: Promise Zones**

CPP: Promise Zones	3	0
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<b>TOTAL</b>	<b>3</b>	<b>0</b>
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<b>GRAND TOTAL</b>	<b>103</b>	<b>97</b>

Technical Review Form

**Applicant Name** Paterson Public School District **PR/Award No** U215J140059

**Reviewer Name**

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**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 does a good job describing project services and highlighting the community and school demographics. The applicant indicates that they have successfully implemented the FSCS model in three schools and plans to expand into two additional schools using the lessons learned to build upon previous strengths and challenges (p.1). The challenges in the school and community include high levels of poverty, low graduation rates, low performing schools, high percentages of students with disabilities, and high percentages of students receiving free and reduced lunch (p.1-3).

The applicant has identified a number of strategies, programs, and services for addressing the range of challenges through the implementation and expansion of college bound/career programs, Science, Technology, Engineering, and Math (STEM) programs, family nights, workforce development, mental health services, and family engagement (p.7-12, abstract).

The potential and planning for incorporation into ongoing work is high as some of the programs are currently being implemented and the integration of these programs into the proposed project design is a good way to leverage existing funds from local and state funds and partner resources (appendices).

Weaknesses:

No weaknesses noted.

**Question Status: Completed**

**Reviewer Score: 25**

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**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 does a good job of identifying the resources that will be committed to the project that include significant in-kind services from community partners that total over \$242,000 (budget narrative). In addition, the applicant provides detailed MOUs that document the commitment of each partner, roles, responsibilities, experience, and capacity to support the proposed project objectives. The partners all have expertise in areas that have been identified for services (e.g., STEM instruction) and will provide representation on the advisory committee.

The applicant documents costs that are appropriate and reasonable, as the cost per person in relation to the number of persons to be served is \$335.38, with 25% (p.17) of the costs being allocated to the health clinic project (a key objective).

**Weaknesses:**

No weaknesses noted.

**Question Status: Completed**

**Reviewer Score: 20**

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### **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 provides a comprehensive plan that documents the planning, coordination, and management of the project. The proposed project design is built off of existing relationships as evidenced by the strong partnership statements in the MOUs (appendices). Each model is tied to a partner agency or to the lead agency clearly delineating tasks and responsibilities (p.9-12).

The training, experience, and time commitments are appropriate in meeting project objectives. There is a comprehensive plan for coordination amongst each of the partner entities with the school principal serving a strong role in coordination with the Project Director and FSCS Coordinator (p.7). The qualifications, time commitments, and relevant training and experience are well documented as evidenced by the resumes in the appendices.

Weaknesses:

No weaknesses noted.

This criterion was thoroughly discussed, and my score reflects my personal assessment of this section

**Question Status: Completed**

**Reviewer Score: 25**

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**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 has identified a number of program activities that are based on research and effective practice (Communities in School, Extended Learning) that have been identified as programs that have shown some increases in the achievement level of students when measured against rigorous academic standards (p.23). For example, the applicant cites two programs in California that resulted in 9 out of 10 students improving English grades by at least one point (p.31).

Weaknesses:

No weaknesses noted.

**Question Status: Completed**

**Reviewer Score: 20**

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#### **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 will hire an external evaluator to collect a variety of qualitative and quantitative data to identify project outputs and processes used to achieve intended outcomes. A monthly report will be created for the advisory committee (p.32) and shared at monthly meetings by the evaluator, which will ensure timely and valid information on efficiency.

To ensure timely delivery of information to the community and school district, the applicant indicates that two large scale meetings per year will be held by the evaluator to assess findings and plan for the future. In addition, the evaluator will be participating in the monthly meetings, which will be strength to the overall evaluation design.

Weaknesses:

The applicant does not adequately address this selection criterion as there are no details on how the applicant will provide valid and reliable performance data as it relates to outcomes. For example, the applicant lists a number of performance measures without providing baseline data to support the suggested increase and/or goal. For example, the applicant cites in “Goal 1: All students will attend each school day fully ready to learn” indicating that a 5% increase in the number of children performing at or above grade level on state exams will increase as a result of this goal (p.26-28).

**Question Status: Completed**

**Reviewer Score: 7**

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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**

No strengths noted.

**Weaknesses**

Applicant does not address this competitive preference priority, as the target area is not one of the five Promise Zone Designees.

**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 - 8

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**Applicant Name** Paterson Public School District **PR/Award No** U215J140059

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Questions

	<b>Points Possible</b>	<b>Points Scored</b>
<b>1. Selection Criteria</b>		
Project Design	25	25
Adequacy of Resources	20	20
Management Plan	25	20
Project Services	20	20
Project Evaluation	10	7
<b>TOTAL</b>	<b>100</b>	<b>92</b>

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Priority Questions

**1. Competitive Preference Priority: Promise Zones**

CPP: Promise Zones	3	0
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<b>TOTAL</b>	<b>3</b>	<b>0</b>
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<b>GRAND TOTAL</b>	<b>103</b>	<b>92</b>
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Technical Review Form

**Applicant Name** Paterson Public School District **PR/Award No** U215J140059

**Reviewer Name**

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**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.**

i-The applicant presents evidence of need. Community members were invited to provide input into the identification of gaps in current services. This level of parental involvement is commendable in that parent input was sought at the beginning of the project. Unemployment in the area is high (11%) and the median household income is \$25,622. Adult education attainment is low. Only 7.5% of residents in the target area have a Bachelor's degree (p4). The target area is plagued by violence in that car thefts are 386.7 times higher than the national average and the murder rate is 9.6 times the national average (p2). Schools in the target area also face challenges, beyond low student achievement. In the two target schools, 36% and 92% are eligible for free or reduced price lunch; 36% and 19% of students at both schools are chronically absent (p5).

ii-The applicant will offer a menu of services for students and families during both school and after school hours. In that a full service school existed previously at this site, several of the services are continued from the first project (p7-13). Another strength of the application is the academic focus of several activities. For example, the 4H-STEM program will introduce students to science concepts in nature while enforcing the primary mission of the organization (p9). The list of services on page 13 is further evidence of the plethora of services offered.

iii-The current project is an expansion upon the former full service model in place since 2013 (p4). Services from the prior are being continued with the addition of new services. The mere number and variety of services will increase the likelihood that students will find a support service to meet their need (p13).

iv-The applicant intends to leverage funding provided to offset costs of medical and dental services.

#### Weaknesses

i-No weaknesses noted.

ii-No weaknesses noted.

iii-No weaknesses noted.

iv-No weaknesses noted.

**Question Status: Completed**

**Reviewer Score: 25**

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### **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 and its partners have shown advanced support for the project. The district has hired a Project Director and a FSCS supervisor. The district has provided the project full access to the facilities, along with security and custodial service for evening and weekend events. Each school is up fitting vacant space to accommodate a Youth and Community Center (School #6) and the medical clinic (#15). Partners are offering discounts for any required training, personnel assigned to each school and committing a representative for the Advisory Committee meetings (p16). It is clear this is a collaborative effort.

ii-Project partners have submitted signed MOUs for the proposed project. The MOUs specify responsibilities for the partner and the school district and will impact project transparency.

iii-The budget delineates all expenditures associated with the project. The amounts noted are reasonable for a project serving two school sites (appendix). The budget narrative clearly identifies costs and provides some detail regarding the use of funds. An interesting note about the budget is that it does not include project salaries.

Weaknesses:

i-No weaknesses noted.

ii-No weaknesses noted.

iii-No weaknesses noted.

**Question Status: Completed**

**Reviewer Score: 20**

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### **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 project will be guided by a mandated steering committee with members from government, local service agencies and two parents (p17). Responsibilities given to the Committee are logical and keep district and project leadership informed of project status. Site-based teams will cut down on the time it takes to get child in an intervention, because they are offered locally.

ii-While the Lead Agency Full Services Community School Coordinator has not been hired, the narrative provides a brief overview of training/degree requirements and experience needed is provided (p19-20). For persons already hired for key positions (p20), a brief resume summary of

their work is included in the narrative.

iii-The requirement that an applicant have at least 3 years of experience and a Master's Degree to qualify for the Full Service Community School Coordinator will likely yield a candidate capable of guiding the project on a day-to-day basis. The applicant has implemented the FSCS model for at least a year and has retained many of the partners, which speaks to their ability to guide the project (p19-20).

iv-The time commitment for the Full Service Community School Coordinator and the Director are at 1.0 FTE. This is appropriate for the project described.

Weaknesses:

i-The management plan does not provide a clear sequence of events involving project implementation and operation. It may have been helpful to highlight the sequence of events in a timeline matrix that, in the context of a comprehensive plan, aligns project goals with the activities, persons responsible, deadlines, and milestones.

ii-No weaknesses noted.

iii-No weaknesses noted.

iv-No weaknesses noted.

This criterion was thoroughly discussed, and my score reflects my personal assessment of this section.

**Question Status: Completed**

**Reviewer Score: 20**

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#### **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 provides evidence that project services are supported by research (p22-25). Of particular support for the model is the literature review conducted by the Coalition of Community Schools which reported positive outcomes for community schools (p23). Research summaries in the narrative provide evidence that each component reflects knowledge from research and effective practice. The narrative also notes that this project uses evidence-based interventions which is effective practice (p23).ii-The applicant intends to use Americorps members in the classroom for tutoring. This will increase the likelihood that as the teacher introduces a concept, the child has another layer of academic support to immediately address any challenges or questions. The use of the Children's Aid Society Community School's Model is also a strength of the application in that the model has a track record of encouraging improved student performance (p23).

Weaknesses:

i-No weaknesses noted.

ii-No weaknesses noted.

**Question Status: Completed**

**Reviewer Score: 20**

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#### **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 presents a developed evaluation plan with clearly worded goals and objectives. The activities have quantitative benchmarks and reflect those noted in the narrative. The applicant will partner with ActKnowledge, which increases the likelihood that the project will receive an objective evaluation.

ii-The applicant's intent to present findings to interested organizations interested in joining or developing a similar effort is noteworthy. Direct contact with the community will also likely increase buy-in.

iii-The use of participation data and student data from project schools are strong indicators that the project will use valid and reliable data. Each partner providing services will also likely provide recommendations that will refine the project annually.

Weaknesses:

i-The performance measures noted in the narrative use predominately participation data (p26-31). The use of enrollment data does not provide feedback on the success of the intervention. The applicant has also included several performance measures that only collect data at the end of the year. This is problematic in that it will not allow interim supports or program modifications based on the data. More detail is needed.

ii-No weaknesses noted.

iii-No weaknesses noted.

**Question Status: Completed**

**Reviewer Score: 7**

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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**

No Strengths noted.

### **Weaknesses**

Applicant does not address this competitive preference priority, as the target area is not one of the five Promise Zone Designees.

**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 - 8

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**Applicant Name** Paterson Public School District **PR/Award No** U215J140059

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Questions

	<b>Points Possible</b>	<b>Points Scored</b>
<b>1. Selection Criteria</b>		
Project Design	25	25
Adequacy of Resources	20	20
Management Plan	25	25
Project Services	20	20
Project Evaluation	10	9
<b>TOTAL</b>	<b>100</b>	<b>99</b>

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Priority Questions

**1. Competitive Preference Priority: Promise Zones**

CPP: Promise Zones	3	0
<hr/>		
<b>TOTAL</b>	<b>3</b>	<b>0</b>
<hr/>		
<b>GRAND TOTAL</b>	<b>103</b>	<b>99</b>

Technical Review Form

**Applicant Name** Paterson Public School District **PR/Award No** U215J140059

**Reviewer Name**

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**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

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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.**

Strengths:

\* A notable strength of this proposal is its dedication to the FSCS model. Two schools have already been designated FSCS schools, and this proposal outlines how two more will be added in the Patterson public schools.

\*A powerful argument for funding this proposal comes on pg. 2 with a statistical description of the target community. The poverty, crime and gang statistics as well as the high rate of asthma due to air quality, paint a picture of a community struggling against staggering social conditions. When coupled with the very low academic achievement at the two target schools (#6 has 0% of 4th grade students scoring proficient in Language Arts), the Patterson community embodies all of the negative social problems this funding is intent upon alleviating.

Weaknesses:

No weaknesses noted.

**Question Status: Completed**

**Reviewer Score: 25**

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#### **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 district superintendent has made conversion to the FSCS model a part of the strategic plan for the district.

\*Steps have already been taken to designate space for the Youth and Community Centers to be created at each site.

\*The Patterson PS has hired a Director of FSCS and an FSCS Supervisor which is a clear strength with the conversion of Schools #6 and #15 to FSCS.

\*The partners are fully committed and have pledged their support for staff, training, equipment and supplies.

Weaknesses:

No weaknesses noted.

**Question Status: Completed**

**Reviewer Score: 20**

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### **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:

\*Two district organizations will provide oversight at the targeted schools. New Destiny Family Success Center will serve as the guiding partner for School #6 while the St. Paul's Community Development Corporation will serve as the guiding partner at School #15. This allows two separate partner agencies to concentrate on addressing the needs and programs embedded in FSCS models, while freeing the public schools to address the academic issues. School administrators will work collaboratively with the two lead organizations, but such a division of responsibility allows for comparisons between the two as to what is working best.

\*This proposal plans to use 5 AmeriCorps staff to provide instructional support to the classroom teachers.

\*After school programs are to operate 5 days a week at the schools, and additional academic assistance will be provided to older children at a to be created Youth and Community Center at each school site that will be open evenings and weekends.

\*Having already converted two other schools to the FSCS model there is support and training available for individuals working at the two new sites. The experience at the existing schools will transfer readily to the creating of the two new FSCS sites.

\*Thought has been given to the roles and responsibilities of the two coordinators to be hired at the new sites. A team approach and regular meetings should ensure the objectives of the project are met and given their frequency, problems that arise should be addressed in a timely manner.

\*A community service program should allow students to take pride in their community and provide them with a sense of helping to bring about change.

\*Providing students other options and interests than becoming gang members by taking them to museums in New Jersey and New York is another strength of the application.

\*All FSCS elements are addressed in a professional and thoughtful manner. These include health, dental, mental health, parenting, workforce development, ELL and immigrant services, services for families with disabled children, and working with the food bank to ensure families and children have food at home.

Weaknesses:

No weaknesses noted.

This criterion was thoroughly discussed, and my score reflects my personal assessment of this section.

**Question Status: Completed**

**Reviewer Score: 25**

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#### **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:

\*Each of the projected school sites (#6 and #15) will fall under the team supervision already established with the formation of the previous two FSCS sites. Additionally, each site will have its own oversight partner. New Destiny Family Success Center serving School #6. And St. Paul's Community Development Corporation serving School #15 will work separately but cooperatively. School based health clinics are planned as well as nutrition programs, monthly gang prevention workshops, adult education, immigration assistance, counseling and a summer youth employment program. All of this is in addition to the regular commitment to improve academic achievement at the two new FSCS sites. This will be assisted by the use of 5 Americorps volunteers in classrooms to provide supplemental tutoring and help.

\*Space has already been designated at each site to open Youth and Community Centers that will operate after school from 5-9 during the week and from 9-5 on designated Saturdays. The project's attempt to offer alternatives to gang membership for older students is laudable.

\*Interest in the arts will be fostered through field trips to museums in New Jersey and NY and through contracted performing arts programs.

\*The two partners at the respective sites have their service responsibilities clearly outlined on

pg. 13. The services listed are not identical, meaning each partner will tailor the services to their specific site and target individuals and families.

Weaknesses:

No weaknesses noted.

**Question Status: Completed**

**Reviewer Score: 20**

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### **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:

\*Performance measures and goals are outlined clearly pp. 26-32. When coupled with the experience of establishing and maintaining the FSCS programs at the first two sites, the addition of #6 and #15 sites will add significantly to the data being collected by the PPS.

\*An added element of strength is the plan for a year end forum in which other school districts interested in converting to FCSC model will be invited to discuss the Paterson project. The Children's Aid Society will also assist districts statewide to help replicate this project's successes.

Weaknesses:

It is unclear if the performance measures are based on the two existing FSCS sites and if this will be replicated at the two new sites.

**Question Status: Completed**

**Reviewer Score: 9**

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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**

No strengths noted

**Weaknesses**

Applicant does not address this competitive preference priority, as the target area is not one of the five Promise Zone Designees.

**Question Status: Completed**

**Reviewer Score: 0**