

Status: Submitted
Last Updated: 06/25/2010 6:57 PM

Technical Review Coversheet

Applicant: Boys & Girls Clubs of Greater Milwaukee -- , - , (U396C100694)

Reader #1:

	POINTS POSSIBLE	POINTS SCORED
Summary Statement		
1. Summary Statement	N/A	N/A
Selection Criteria		
1. A. Need for the Project and Quality of the Project Design (up to 25 Points)	25	20
2. C. Experience of the Eligible Applicant (up to 25 Points)	25	25
3. E. Strategy and Capacity to Further Develop and Bring to Scale (up to 5 Points)	5	4
4. F. Sustainability (up to 10 Points)	10	10
5. G. Quality of the Management Plan and Personnel (up to 10 Points)	10	10
Competitive Preference		
1. Competitive Preference 5: Innovations for Improving Early Learning Outcomes (0 or 1 Point)	1	1
2. Competitive Preference 6: Innovations That Support College Access and Success (0 or 1 Point)	1	0
3. Competitive Preference 7: Innovations To Address the Unique Learning Needs of Students With Disabilities and Limited English Proficient Students (0 or 1 Point)	1	0
4. Competitive Preference 8: Innovations That Serve Schools in Rural LEAs (0, 1, or 2 Points)	2	0

Technical Review Form

Development 64: 84.396C

Reader #1:

Applicant: Boys & Girls Clubs of Greater Milwaukee -- , - , (U396C100694)

Summary Statement

1. Summary Statement

Selection Criteria

1. A. Need for the Project and Quality of the Project Design (up to 25 Points)

In determining the need for the project and quality of the design of the proposed project, the Secretary considers the following factors:

(1) The extent to which the proposed project represents an exceptional approach to the priorities the eligible applicant is seeking to meet (i.e., addresses a largely unmet need, particularly for high-need students, and is a practice, strategy, or program that has not already been widely adopted).

(2) The extent to which the proposed project has a clear set of goals and an explicit strategy, with the goals, objectives, and outcomes to be achieved by the proposed project clearly specified and measurable and linked to the priorities the eligible applicant is seeking to meet.

Strengths

1. A very food demographic population for critical need,k-3; critical period for intervention with far-reaching effects. Project of "community literacy" represents an exceptional approach.
2. MPS on-going assessment,framework,descriptors all components of program intervention and all present in the project design.Applicant cites current statistics for population to be served. e4 Applicant provided comprehensive demographic and achievement data with clearly defined

goals and objectives (as performance metrics) for each sphere: school, family, community.

Weaknesses

(2) Measurable outcomes and performance measures not explicit. The applicant needs to provide CLEARLY defined goals/objectives (as performance metrics) for each sphere: school, family, and community.

Reader's Score: 20

2. C. Experience of the Eligible Applicant (up to 25 Points)

In determining the experience of the eligible applicant, the Secretary considers the following factors:

- (1) The past performance of the eligible applicant in implementing projects of the size and scope proposed by the eligible applicant.**
- (2) The extent to which an eligible applicant provides information and data demonstrating that -**
 - (a) In the case of an eligible applicant that is an LEA, the LEA has -**
 - (i) Significantly closed the achievement gaps between groups of students described in section 1111(b)(2) of the ESEA, or significantly increased student achievement for all groups of students described in such section; and**
 - (ii) Made significant improvements in other areas, such as graduation rates or increased recruitment and placement of high-quality teachers and principals, as demonstrated with meaningful data; or**
 - (b) In the case of an eligible applicant that includes a nonprofit organization, the nonprofit organization has significantly improved student achievement, attainment, or retention through its record of work with an LEA or schools.**

Strengths

- (1) Boys and Girls Clubs have a long history in the community with the potential for the presentation of longitudinal data.
- (2) Presence of 21st Century Learning Centers within school network has created opportunities for significant student achievement. The program is accessible for high-poverty and high-needs students. Significant achievements of the applicant are substantiated with relevant data (ii)

Weaknesses

No weaknesses found.

Reader's Score: 25

3. E. Strategy and Capacity to Further Develop and Bring to Scale (up to 5 Points)

In determining the quality of the strategy and capacity to further develop and bring to scale the proposed project, the Secretary considers:

(1) The number of students proposed to be reached by the proposed project, and the capacity of the eligible applicant and any other partners to reach the proposed number of students during the course of the grant period.

(2) The eligible applicant's capacity (e.g., in terms of qualified personnel, financial resources, or management capacity) to further develop and bring to scale the proposed practice, strategy, or program, or to work with others (including other partners) to ensure that the proposed practice, strategy, or program can be further developed and brought to scale, based on the findings of the proposed project.

(3) The feasibility of the proposed project to be replicated successfully, if positive results are obtained, in a variety of settings and with a variety of student populations. Evidence of this ability includes the availability of resources and expertise required for implementing the project with fidelity, and the proposed project's evidence of relative ease of use or user satisfaction.

(4) The eligible applicant's estimate of the cost of the proposed project, which includes the start-up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 250,000, and 500,000 students.

(5) The mechanisms the eligible applicant will use to broadly disseminate information on its project so as to support further development or replication.

Strengths

1.Capacity is stated regarding the number of students for the proposed project.(e18)

(2) Capacity with reference to highly qualified personnel is evident.The project incorporates the use of Americorps members as well as the full incorporation of B&GCGM staff. This suggests the likelihood of leveraging the substantial fiscal resources of B&GCBM as a means of providing further development of the project.

(3)The feasibility of the project is suggested through the creation of a

Curriculum replication and training plan. This plan involves the use of in-school lesson plans, and literacy tool kits.

(4)The applicant presents direct and indirect cost for scale up Costs for scale up of the project to reach 100,000;250,000; and 500,000 students.

Weaknesses

(5) Dissemination is not broad and is primarily inclusive of those within the Boys and Girls network. The inclusion of resources to reach a broader and more diverse audience would have been helpful: Facebook, Twitter, more accessibility of information to parents, families.

Reader's Score: 4

4. F. Sustainability (up to 10 Points)

In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(1) The extent to which the eligible applicant demonstrates that it has the resources, as well as the support from stakeholders (e.g., State educational agencies, teachers' unions) to operate the project beyond the length of the Development grant.

(2) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

Strengths

1. Key organizations have demonstrated support for project. (SPARK)
2. Collaboration includes proposed fiscal support which justifies a likely sustainable model. Letters of support are impressive: Governor of Wisconsin.

Weaknesses

No weakness found

Reader's Score: 10

5. G. Quality of the Management Plan and Personnel (up to 10 Points)

In determining the quality of the management plan and personnel for the proposed project, the Secretary considers:

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.

Strengths

1. A very specific management plan is presented which include activities, timelines, an action plan, key personnel and clearly defined responsibilities.
2. Qualified personnel (see resumes) are integrated into the project design all personnel referenced have extensive experience in managing projects of the scope and size of the proposed Project.

Weaknesses

No weakness found

Reader's Score: 10

Competitive Preference

1. Competitive Preference 5: Innovations for Improving Early Learning Outcomes (0 or 1 Point)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To meet this priority, applications must focus on:

- (a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);**
- (b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and**
- (c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.**

Strengths

1. Specific concepts for population to be served are addressed. Very strong linkage presented of school, community, and family all of critical importance to the population served and to the project design. The project design

presents a program of early literacy which is research-based. Further, the project presents a means of articulation with programs for early learning, pre-kindergarten and the primary grades. The program as described, presents the potentiality for improving developmental milestones and standards and aligning them with appropriate outcome measures.

Weaknesses

No weaknesses found

Reader's Score: 1

2. Competitive Preference 6: Innovations That Support College Access and Success (0 or 1 Point)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for K-12 students that

- (a) address students' preparedness and expectations related to college;
- (b) help students understand issues of college affordability and the financial aid and college application processes; and
- (c) provide support to students from peers and knowledgeable adults.

Strengths

N/A

Weaknesses

N/A

Reader's Score: 0

3. Competitive Preference 7: Innovations To Address the Unique Learning Needs of Students With Disabilities and Limited English Proficient Students (0 or 1 Point)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must

provide for the implementation of particular practices, strategies, or programs that are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.

Strengths

N/A

Weaknesses

N/A

Reader's Score: 0

4. Competitive Preference 8: Innovations That Serve Schools in Rural LEAs (0, 1, or 2 Points)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to focus on the unique challenges of high-need students in schools within a rural LEA (as defined in this notice) and address the particular challenges faced by students in these schools. To meet this priority, applications must include practices, strategies, or programs that are designed to improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, or improve teacher and principal effectiveness in one or more rural LEAs.

Strengths

N/A

Weaknesses

N/A

Reader's Score: 0

Status: Submitted

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Status: Submitted

Last Updated: 06/25/2010 1:16 PM

Technical Review Coversheet

Applicant: Boys & Girls Clubs of Greater Milwaukee -- , - , (U396C100694)

Reader #2:

	POINTS POSSIBLE	POINTS SCORED
Summary Statement		
1. Summary Statement	N/A	N/A
Selection Criteria		
1. A. Need for the Project and Quality of the Project Design (up to 25 Points)	25	18
2. C. Experience of the Eligible Applicant (up to 25 Points)	25	25
3. E. Strategy and Capacity to Further Develop and Bring to Scale (up to 5 Points)	5	4
4. F. Sustainability (up to 10 Points)	10	10
5. G. Quality of the Management Plan and Personnel (up to 10 Points)	10	10
Competitive Preference		
1. Competitive Preference 5: Innovations for Improving Early Learning Outcomes (0 or 1 Point)	1	1
2. Competitive Preference 6: Innovations That Support College Access and Success (0 or 1 Point)	1	0
3. Competitive Preference 7: Innovations To Address the Unique Learning Needs of Students With Disabilities and Limited English Proficient Students (0 or 1 Point)	1	0
4. Competitive Preference 8: Innovations That Serve Schools in Rural LEAs (0, 1, or 2 Points)	2	0

Technical Review Form

Development 64: 84.396C

Reader #2:

Applicant: Boys & Girls Clubs of Greater Milwaukee -- , - , (U396C100694)

Summary Statement

1. Summary Statement

The goal of the Milwaukee Community Literacy Project is to demonstrate an impact on improving student reading (K to 3) for high-needs students by expanding community literacy.

The overall goal - students will be reading on grade level by the time they enter 4th grade.

Selection Criteria

1. A. Need for the Project and Quality of the Project Design (up to 25 Points)

In determining the need for the project and quality of the design of the proposed project, the Secretary considers the following factors:

(1) The extent to which the proposed project represents an exceptional approach to the priorities the eligible applicant is seeking to meet (i.e., addresses a largely unmet need, particularly for high-need students, and is a practice, strategy, or program that has not already been widely adopted).

(2) The extent to which the proposed project has a clear set of goals and an explicit strategy, with the goals, objectives, and outcomes to be achieved by the proposed project clearly specified and measurable and linked to the priorities the eligible applicant is seeking to meet.

Strengths

The program is a joint venture between the Boys and Girls Club and the Milwaukee Public School District; 81% of the students in the school district qualify for free or reduced lunch.

The goals are clear with strategies supporting them to include a "wrap-around" approach including schools, family, and community.

Weaknesses

Points were lost in this section as all goals were not measurable. For example, "Performance Measure 1: Teacher ratings of participating students will exhibit higher reading levels than the students in the control group." This would be strengthened by the following modification, "Teacher ratings of participating students will exhibit higher reading levels by at least 20% than the students in the control group." (see p. 4)

Reader's Score: 18

2. C. Experience of the Eligible Applicant (up to 25 Points)

In determining the experience of the eligible applicant, the Secretary considers the following factors:

- (1) The past performance of the eligible applicant in implementing projects of the size and scope proposed by the eligible applicant.**
- (2) The extent to which an eligible applicant provides information and data demonstrating that -**
 - (a) In the case of an eligible applicant that is an LEA, the LEA has -**
 - (i) Significantly closed the achievement gaps between groups of students described in section 1111(b)(2) of the ESEA, or significantly increased student achievement for all groups of students described in such section; and**
 - (ii) Made significant improvements in other areas, such as graduation rates or increased recruitment and placement of high-quality teachers and principals, as demonstrated with meaningful data; or**
 - (b) In the case of an eligible applicant that includes a nonprofit organization, the nonprofit organization has significantly improved student achievement, attainment, or retention through its record of work with an LEA or schools.**

Strengths

This proposal is built on a limited scale project called Spheres of Proud Achievement in Reading for Kids (SPARK) that has shown promising results in eight schools to date.

The SPARK program uses the PALS curriculum = Phonological Awareness and Literacy Screening.

Significant student achievement has been demonstrated in reading.

The applicants have experience in similar programs, such as the 21st Century Community Learning Centers; budgets of \$3M in federal funds, \$1M in additional funds.

Weaknesses

No weaknesses found.

Reader's Score: 25

3. E. Strategy and Capacity to Further Develop and Bring to Scale (up to 5 Points)

In determining the quality of the strategy and capacity to further develop and bring to scale the proposed project, the Secretary considers:

(1) The number of students proposed to be reached by the proposed project, and the capacity of the eligible applicant and any other partners to reach the proposed number of students during the course of the grant period.

(2) The eligible applicant's capacity (e.g., in terms of qualified personnel, financial resources, or management capacity) to further develop and bring to scale the proposed practice, strategy, or program, or to work with others (including other partners) to ensure that the proposed practice, strategy, or program can be further developed and brought to scale, based on the findings of the proposed project.

(3) The feasibility of the proposed project to be replicated successfully, if positive results are obtained, in a variety of settings and with a variety of student populations. Evidence of this ability includes the availability of resources and expertise required for implementing the project with fidelity, and the proposed project's evidence of relative ease of use or user satisfaction.

(4) The eligible applicant's estimate of the cost of the proposed project, which includes the start-up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 250,000, and

500,000 students.

(5) The mechanisms the eligible applicant will use to broadly disseminate information on its project so as to support further development or replication.

Strengths

(1) A strength of this proposal is the number of students to be reached. For example the MCLP will reach 350 students each year at seven schools. The ultimate number of students to be served is 1,000 from 20 locations.

(2) The applicant's capacity for further development is based on the experience noted in the application regarding a similar endeavor. For example, The Boys and Girls Clubs launched a program in 2005 with the goal of increasing reading scores for students in grades K to 2. This pilot program was successful and the Clubs launched a full program at three additional sites.

(3) A plan is in place for replication should the results be positive. A particular strength is that formal training, as well as technical support, will be provided to organizations who wish to replicate the program.

(4) Annual budget for the project related expenses is only \$1,873 per student; projections for 100K, 250K, and 500K is included, along with corresponding costs that are appropriate.

Weaknesses

(5) Dissemination of information strategies is limited and includes primarily a network of other Boys and Girls Clubs of America. This area would be strengthened if it included information regarding the mechanisms the eligible applicant will use to BROADLY disseminate information on its project so as to support further development or replication in a variety of settings and for organizations other than the Boys and Girls Clubs.

Reader's Score: 4

4. F. Sustainability (up to 10 Points)

In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(1) The extent to which the eligible applicant demonstrates that it has the resources, as well as the support from stakeholders (e.g., State educational agencies, teachers' unions) to operate the project beyond the length of the Development grant.

(2) The potential and planning for the incorporation of project purposes, activities,

or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

Strengths

Key community organizations have come together to assist in the success of SPARK through a large-scale collaboration. The collaboration is another action to further their vision of neighborhood school.

Weaknesses

No weaknesses found.

Reader's Score: 10

5. G. Quality of the Management Plan and Personnel (up to 10 Points)

In determining the quality of the management plan and personnel for the proposed project, the Secretary considers:

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.

Strengths

Many of the project staff, including the project director and site coordinators are already on staff. The program will be supported by the Boys and Girls Club; their finance department will be responsible for all financial accounting.

The qualifications and experiences of those already hired and/or involved appear to be commensurate with the needs of the program.

Weaknesses

No weaknesses noted.

Reader's Score: 10

Competitive Preference

1. Competitive Preference 5: Innovations for Improving Early Learning Outcomes

(0 or 1 Point)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To meet this priority, applications must focus on:

- (a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);**
- (b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and**
- (c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.**

Strengths

The proposal for the Milwaukee Community Literacy Project is geared toward students in grades k to 3.

(a) The Boys and Girls Club of greater Milwaukee, in partnership with Milwaukee Public Schools, will implement the program. The project will help develop students' social, emotional, and cognitive readiness through support in three spheres: school, family, and community.

(b) As part of the district's corrective action, the Wisconsin Dept. of Public Instruction is requiring MPS to provide ongoing assessment of student progress that includes a universal screener in reading.

(c) The program will improve alignment, collaboration, and transitions between early learning programs by providing a "wrap-around" approach to address the three spheres of school, family, and community.

Weaknesses

Reader's Score: 1

2. Competitive Preference 6: Innovations That Support College Access and Success (0 or 1 Point)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to

successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for K-12 students that

- (a) address students' preparedness and expectations related to college;
- (b) help students understand issues of college affordability and the financial aid and college application processes; and
- (c) provide support to students from peers and knowledgeable adults.

Strengths

Applicant did not address.

Weaknesses

Reader's Score: 0

3. Competitive Preference 7: Innovations To Address the Unique Learning Needs of Students With Disabilities and Limited English Proficient Students (0 or 1 Point)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must provide for the implementation of particular practices, strategies, or programs that are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.

Strengths

Applicant did not address.

Weaknesses

Reader's Score: 0

4. Competitive Preference 8: Innovations That Serve Schools in Rural LEAs (0, 1, or 2 Points)

We give competitive preference to applications for projects that would implement

innovative practices, strategies, or programs that are designed to focus on the unique challenges of high-need students in schools within a rural LEA (as defined in this notice) and address the particular challenges faced by students in these schools. To meet this priority, applications must include practices, strategies, or programs that are designed to improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, or improve teacher and principal effectiveness in one or more rural LEAs.

Strengths

Applicant did not address.

Weaknesses

Reader's Score: 0

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Status: Submitted

Last Updated: 06/28/2010 4:59 PM

Technical Review Coversheet

Applicant: Boys & Girls Clubs of Greater Milwaukee -- , - , (U396C100694)

Reader #3:

	POINTS POSSIBLE	POINTS SCORED
Summary Statement		
1. Summary Statement	N/A	N/A
Selection Criteria		
1. A. Need for the Project and Quality of the Project Design (up to 25 Points)	25	22
2. C. Experience of the Eligible Applicant (up to 25 Points)	25	25
3. E. Strategy and Capacity to Further Develop and Bring to Scale (up to 5 Points)	5	4
4. F. Sustainability (up to 10 Points)	10	10
5. G. Quality of the Management Plan and Personnel (up to 10 Points)	10	7
Competitive Preference		
1. Competitive Preference 5: Innovations for Improving Early Learning Outcomes (0 or 1 Point)	1	1
2. Competitive Preference 6: Innovations That Support College Access and Success (0 or 1 Point)	1	0
3. Competitive Preference 7: Innovations To Address the Unique Learning Needs of Students With Disabilities and Limited English Proficient Students (0 or 1 Point)	1	0
4. Competitive Preference 8: Innovations That Serve Schools in Rural LEAs (0, 1, or 2 Points)	2	0

Technical Review Form

Development 64: 84.396C

Reader #3:

Applicant: Boys & Girls Clubs of Greater Milwaukee -- , - , (U396C100694)

Summary Statement

1. Summary Statement

The applicant is applying CPP#5 for Early Learning Outcomes; and AP#4

Selection Criteria

1. A. Need for the Project and Quality of the Project Design (up to 25 Points)

In determining the need for the project and quality of the design of the proposed project, the Secretary considers the following factors:

(1) The extent to which the proposed project represents an exceptional approach to the priorities the eligible applicant is seeking to meet (i.e., addresses a largely unmet need, particularly for high-need students, and is a practice, strategy, or program that has not already been widely adopted).

(2) The extent to which the proposed project has a clear set of goals and an explicit strategy, with the goals, objectives, and outcomes to be achieved by the proposed project clearly specified and measurable and linked to the priorities the eligible applicant is seeking to meet.

Strengths

The applicant proposes an average program that has not already been widely adopted but has shown promising results in eight schools.

The applicant provides clear evidence of need through the data provided on the large achievement gaps in reading that are proposed to be addressed by applicant. (Page 3)

Weaknesses

The applicant fails to provide a set of measurable goals.

The family sphere of the project does not properly address the needs of family situations and has the undue limitations for implementation in the highest needs student populations. For example, the applicant states that families that are unwilling to participate will be replaced with a family randomly assigned and does not account for single parent or working family needs or limitations, nor for sensitive issues regarding foster care situations. (page 7)

Reader's Score: 22

2. C. Experience of the Eligible Applicant (up to 25 Points)

In determining the experience of the eligible applicant, the Secretary considers the following factors:

- (1) The past performance of the eligible applicant in implementing projects of the size and scope proposed by the eligible applicant.**
- (2) The extent to which an eligible applicant provides information and data demonstrating that -**
 - (a) In the case of an eligible applicant that is an LEA, the LEA has -**
 - (i) Significantly closed the achievement gaps between groups of students described in section 1111(b)(2) of the ESEA, or significantly increased student achievement for all groups of students described in such section; and**
 - (ii) Made significant improvements in other areas, such as graduation rates or increased recruitment and placement of high-quality teachers and principals, as demonstrated with meaningful data; or**
 - (b) In the case of an eligible applicant that includes a nonprofit organization, the nonprofit organization has significantly improved student achievement, attainment, or retention through its record of work with an LEA or schools.**

Strengths

The applicant has vast experience implementing projects of this size. Additionally, the applicant operates 30 sites and \$30 million in federal and private grants for a similar program. (Page 14)

The applicant provides meaningful data that points to significant improvements in student achievement, attainment and/or retention at local schools. For example, 84% of high school students who participate in the programs operated by the applicant compared to 67% of their peers.

Weaknesses

No weaknesses found

Reader's Score: 25

3. E. Strategy and Capacity to Further Develop and Bring to Scale (up to 5 Points)

In determining the quality of the strategy and capacity to further develop and bring to scale the proposed project, the Secretary considers:

(1) The number of students proposed to be reached by the proposed project, and the capacity of the eligible applicant and any other partners to reach the proposed number of students during the course of the grant period.

(2) The eligible applicant's capacity (e.g., in terms of qualified personnel, financial resources, or management capacity) to further develop and bring to scale the proposed practice, strategy, or program, or to work with others (including other partners) to ensure that the proposed practice, strategy, or program can be further developed and brought to scale, based on the findings of the proposed project.

(3) The feasibility of the proposed project to be replicated successfully, if positive results are obtained, in a variety of settings and with a variety of student populations. Evidence of this ability includes the availability of resources and expertise required for implementing the project with fidelity, and the proposed project's evidence of relative ease of use or user satisfaction.

(4) The eligible applicant's estimate of the cost of the proposed project, which includes the start-up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 250,000, and 500,000 students.

(5) The mechanisms the eligible applicant will use to broadly disseminate information on its project so as to support further development or replication.

Strengths

The applicant provides information that the project intends to serve 350 students each year at seven schools during the grant cycle. (Page 18)

The applicant's current management capacity allows for the expansion of the proposed project and they possess qualified personal and are currently operated in mainstream classrooms.(Page 19)

The applicant posses feasible replication of the model for expansion and replication given availability of resources. For example, the applicant operates \$30 million in federal and private grants.

The applicant provides the proposed projects start-up and scaled up cost estimates to reach 100,000; 250,000; and 500,000 students. (Page 19)

Weaknesses

The applicant provides for a dissemination plan that is not broad. For example, the applicant's only intends to distribute information to Boys and Girls Clubs. (Page 20)

Reader's Score: 4

4. F. Sustainability (up to 10 Points)

In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(1) The extent to which the eligible applicant demonstrates that it has the resources, as well as the support from stakeholders (e.g., State educational agencies, teachers' unions) to operate the project beyond the length of the Development grant.

(2) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

Strengths

The applicant demonstrated that it possesses the necessary resources as well as support from stakeholders to operate beyond the length of the project. For example, the LEA utilizes the proposed learning programs in 6 local public schools and has the commitment and support for incorporation of the project activities. (Page e4 and 20)

Weaknesses

No weaknesses found

Reader's Score: 10

5. G. Quality of the Management Plan and Personnel (up to 10 Points)

In determining the quality of the management plan and personnel for the proposed project, the Secretary considers:

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.

Strengths

The governance and structure of the applicant provides for the experience and qualifications to manage projects of this size.

The applicant provides a clear timeline with measurable goals and objectives.

Weaknesses

The applicant proposes to hire a coordinator to assist with implementation and data compilations, but does not clearly describe the responsibilities for data management, student achievement information and electronic data systems and how the sensitive information will be disseminated from the LEA to the applicant. (Page 22)

Reader's Score: 7

Competitive Preference

1. Competitive Preference 5: Innovations for Improving Early Learning Outcomes (0 or 1 Point)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To meet this priority, applications must focus on:

- (a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);**
- (b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and**
- (c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.**

Strengths

The applicant provides a model and strategies to improve educational outcomes for high needs students struggling with literacy development. The applicant proposes to further develop the SPARK program and integrate it into the Boys and Girls Club youth programs to improve literacy development milestones and prepare early learning programs in kindergarten through third grade.

Weaknesses

Reader's Score: 1

2. Competitive Preference 6: Innovations That Support College Access and Success (0 or 1 Point)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for K-12 students that

- (a) address students' preparedness and expectations related to college;**
- (b) help students understand issues of college affordability and the financial aid and college application processes; and**
- (c) provide support to students from peers and knowledgeable adults.**

Strengths

Not addressed in the application

Weaknesses

Reader's Score: 0

3. Competitive Preference 7: Innovations To Address the Unique Learning Needs of Students With Disabilities and Limited English Proficient Students (0 or 1 Point)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must provide for the implementation of particular practices, strategies, or programs that are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.

Strengths

Not addressed in the application

Weaknesses

Reader's Score: 0

4. Competitive Preference 8: Innovations That Serve Schools in Rural LEAs (0, 1, or 2 Points)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to focus on the unique challenges of high-need students in schools within a rural LEA (as defined in this notice) and address the particular challenges faced by students in these schools. To meet this priority, applications must include practices, strategies, or programs that are designed to improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, or improve teacher and principal effectiveness in one or more rural LEAs.

Strengths

Not addressed in the application

Weaknesses

Reader's Score: 0

Status: Submitted

Last Updated: 06/28/2010 4:59 PM

[show names](#)

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Status: Submitted
Last Updated: 07/23/2010 2:58 PM

Technical Review Coversheet

Applicant: Boys & Girls Clubs of Greater Milwaukee -- , - , (U396D100694)

Reader #1:

	POINTS POSSIBLE	POINTS SCORED
Evaluation Criteria		
1. B. Strength of Research, Significance of Effect, and Magnitude of Effect (up to 10 Points)	10	8
2. D. Quality of the Project Evaluation (up to 15 Points)	15	13
<i>SUB TOTAL</i>	25	21
TOTAL	25	21

Technical Review Form

Development Tier 2 Panel 02: 84.396D

Reader #1:

Applicant: Boys & Girls Clubs of Greater Milwaukee -- , - , (U396D100694)

1. B. Strength of Research, Significance of Effect, and Magnitude of Effect (up to 10 Points)

The Secretary considers the strength of the existing research evidence, including reported practice, theoretical considerations, and the significance and magnitude of any effects reported in prior research, on whether the proposed project will improve student achievement or student growth, close achievement gaps, decrease dropout

rates, increase high school graduation rates, or increase college enrollment and completion rates. Eligible applicants may also demonstrate success through an intermediate variable that is strongly correlated with improving these outcomes, such as teacher or principal effectiveness.

In determining the strength of the existing research evidence, the Secretary considers the following factors:

- (1) The extent to which the eligible applicant demonstrates that there are research-based findings or reasonable hypotheses that support the proposed project, including related research in education and other sectors.
- (2) The extent to which the proposed project has been attempted previously, albeit on a limited scale or in a limited setting, with promising results that suggest that more formal and systematic study is warranted.
- (3) The extent to which the eligible applicant demonstrates that, if funded, the proposed project likely will have a positive impact, as measured by the importance or magnitude of the effect, on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

Strengths

Tutoring model is based on previous research on two interventions--- Reading Recovery and Success for All. Other research support comes from studies on family reading. In 2008-2009 they did a study of PALS and demonstrated positive change on student achievement.

Weaknesses

They have limited evidence on their specific model. They don't require certified teachers (although their tutors receive extensive training. The one study they completed did not have a control group. This means that other threats to internal and external validity may be an issue.

Reader's Score: 8

2. D. Quality of the Project Evaluation (up to 15 Points)

In determining the quality of the evaluation, the Secretary considers the following factors.

- (1) The extent to which the methods of evaluation are appropriate to the size and scope of the proposed project.
- (2) The extent to which the methods of evaluation will provide high-quality

implementation data and performance feedback, and permit periodic assessment of progress toward achieving intended outcomes.

(3) The extent to which the evaluation will provide sufficient information about the key elements and approach of the project to facilitate further development, replication, or testing in other settings.

(4) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

Strengths

Strong RCT with repeated measures crossover design. Each involved school will have 50 treatment and 50 contrast students. Analyses include fixed and random effects.

Good implementation analysis plan. Lot's of opportunity for formative feedback.

Weaknesses

Would have liked to have seen more detail regarding sample, power analysis, and analysis strategies. Most of the detail is left to App H. For example their "value added" approach doesn't review some of the bias and statistical difficulties in carrying out this model.

Reader's Score: 13

Status: Submitted

Last Updated: 07/23/2010 2:58 PM

[show names](#)

[hide group subtotals](#)

Status: Submitted
Last Updated: 07/23/2010 4:31 AM

Technical Review Coversheet

Applicant: Boys & Girls Clubs of Greater Milwaukee -- , - , (U396D100694)

Reader #2:

	POINTS POSSIBLE	POINTS SCORED
Evaluation Criteria		
1. B. Strength of Research, Significance of Effect, and Magnitude of Effect (up to 10 Points)	10	10
2. D. Quality of the Project Evaluation (up to 15 Points)	15	14
<i>SUB TOTAL</i>	25	24
TOTAL	25	24

Technical Review Form

Development Tier 2 Panel 02: 84.396D

Reader #2:

Applicant: Boys & Girls Clubs of Greater Milwaukee -- , - , (U396D100694)

1. B. Strength of Research, Significance of Effect, and Magnitude of Effect (up to 10 Points)

The Secretary considers the strength of the existing research evidence, including reported practice, theoretical considerations, and the significance and magnitude of any effects reported in prior research, on whether the proposed project will improve student achievement or student growth, close achievement gaps, decrease dropout

rates, increase high school graduation rates, or increase college enrollment and completion rates. Eligible applicants may also demonstrate success through an intermediate variable that is strongly correlated with improving these outcomes, such as teacher or principal effectiveness.

In determining the strength of the existing research evidence, the Secretary considers the following factors:

(1) The extent to which the eligible applicant demonstrates that there are research-based findings or reasonable hypotheses that support the proposed project, including related research in education and other sectors.

(2) The extent to which the proposed project has been attempted previously, albeit on a limited scale or in a limited setting, with promising results that suggest that more formal and systematic study is warranted.

(3) The extent to which the eligible applicant demonstrates that, if funded, the proposed project likely will have a positive impact, as measured by the importance or magnitude of the effect, on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

Strengths

The applicant demonstrates that there is empirical evidence and reasonable hypotheses to support the proposed project. The applicant presents evidence that one-on-one tutoring and parent involvement, components of the proposed project, are effective in raising achievement levels of at-risk students. The applicant also presents a rationale for including a community component in the current intervention.

The applicant demonstrates successful implementation of the project as a pilot program yielding promising results. Applicant presents data from the pilot program, although limited and a pre- post- test design, which shows an increase in the percentage of children reading at grade level, comprehending grade level material, spelling correctly at grade level, and reading grade level words in isolation.

The applicant presents research findings from similar programs with effect sizes and results from the pilot program that demonstrate a positive effect.

Weaknesses

Reader's Score: 10

2. D. Quality of the Project Evaluation (up to 15 Points)

In determining the quality of the evaluation, the Secretary considers the following factors.

- (1) The extent to which the methods of evaluation are appropriate to the size and scope of the proposed project.
- (2) The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, and permit periodic assessment of progress toward achieving intended outcomes.
- (3) The extent to which the evaluation will provide sufficient information about the key elements and approach of the project to facilitate further development, replication, or testing in other settings.
- (4) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

Strengths

The plan proposes both a formative and impact evaluation.

Application evidences a thoughtful consideration of variables to be included in the formative evaluation including adequacy of staff selection and training. The study design is a randomized control trial and the use of multi-level modeling procedures promises to yield answers regarding program effectiveness by controlling for other factors possibly influencing measures of achievement such as prior achievement and participation in other programs.

Applicant notes that information gathered in regard to formative evaluation will be reported and made available to guide replication efforts.

Applicant will have an experienced external evaluator lead the project evaluation.

Weaknesses

Applicant notes need for additional personnel for implementation of evaluation. It seems these may be project staff which could present a conflict.

Reader's Score: 14

Status: Submitted

Last Updated: 07/23/2010 4:31 AM