

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

Status: Submitted

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## Technical Review Coversheet

Applicant: Santa Clara County Office of Education (S419C170014)

Reader #1: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	10	10
<b>Sub Total</b>	<b>10</b>	<b>10</b>
<b>Quality of the Preschool Program Design</b>		
<b>Quality of the Preschool Program Design</b>		
1. Quality of Program Design	25	21
<b>Sub Total</b>	<b>25</b>	<b>21</b>
<b>Preschool PFS Partnership</b>		
<b>Preschool PFS Partnership</b>		
1. Preschool PFS Partnership	25	22
<b>Sub Total</b>	<b>25</b>	<b>22</b>
<b>Quality of the Work Plan</b>		
<b>Quality of the Work Plan</b>		
1. Quality of the Work Plan	25	24
<b>Sub Total</b>	<b>25</b>	<b>24</b>
<b>Quality of the Project Leadership and Team</b>		
<b>Quality of the Project Leadership and Team</b>		
1. Quality of Leadership	5	5
<b>Sub Total</b>	<b>5</b>	<b>5</b>
<b>Budget Narrative</b>		
<b>Budget Narrative</b>		
1. Budget Narrative	10	10
<b>Sub Total</b>	<b>10</b>	<b>10</b>
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority</b>		
1. Competitive Priority	5	5
<b>Sub Total</b>	<b>5</b>	<b>5</b>
<b>Absolute Priority – Feasibility Study</b>		
<b>Absolute Priority – Feasibility Study</b>		
1. Absolute Priority	0	0

	<b>Sub Total</b>	0	0
<b>Absolute Priority – Feasibility Study</b>			
<b>Absolute Priority – Feasibility Study</b>			
1. Absolute Priority		0	0
	<b>Sub Total</b>	0	0
	<b>Total</b>	105	97

# Technical Review Form

Panel #14 - PFS Panel - 14: 84.419C

Reader #1: \*\*\*\*\*

Applicant: Santa Clara County Office of Education (S419C170014)

## Questions

### Selection Criteria - Need for Project

1. The Secretary will consider the needs of the Target Population. In determining the need for the proposed project, the Secretary will consider the magnitude of the need of the Target Population for the services to be provided by a potential PFS project. Applicants should clearly state and demonstrate the extent of the problem facing the Target Population using data and other relevant information.

#### Strengths:

The applicant proposes to focus its study within Santa Clara Unified School District in Santa Clara County, California. The target population is clearly identified as three- and four-year-old children living in the attendance boundaries of Santa Clara Unified School District in Santa Clara County, California. The applicant explains the target population is families living at or below 200% of the Federal Poverty Level or families who meet other criteria which would be considered high-risk, such as homeless families or children in protective services or children who have been or are at risk of being abused, neglected or exploited without regard to family income.

The applicant presents research findings to support the value of providing high-quality preschool programs, and a variety of data are presented to demonstrate the achievement gaps in reading and math for children on free- and reduced-price lunch, African-American and Latino students, students with disabilities, and English learners in Santa Clara Unified District and in specific schools within the district. For example, the applicant explains while the Santa Clara County average in reading achievement might be 56%, in the Santa Clara Unified School District, it is 49% and in a select school within the District it is 9%. This represents quite a wide span of achievement scores. This same scenario holds true for math achievement.

The applicant proposes to increase high-quality preK and also to increase to full-day program options for children. Within Santa Clara, the applicant states 349 income-eligible PreK children, or more than 60% of the population, are not currently receiving PreK services.

#### Weaknesses:

None noted.

Reader's Score: 10

### Quality of the Preschool Program Design - Quality of the Preschool Program Design

1. The Secretary will consider the quality of the design of the proposed preschool program. In determining the quality of the design of the proposed preschool program, the Secretary will consider the extent to which the intervention strategy is likely to improve student outcomes for the Target Population, based on quantitative, qualitative, or theoretical evidence, including the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable and will demonstrate student success. In responding to this criterion, applicants should identify clearly specified and measurable outcomes for the preschool program and explain how these outcomes can be achieved by the program. While these outcomes will inform the selection of Outcome Measures for the PFS project, they do not limit a grantee from evaluating additional Outcome Measures in the course of

## **completing the Preschool PFS Feasibility Study.**

### **Strengths:**

The applicant presents four clearly articulated objectives for its proposed feasibility study, along with four measurable outcomes. Seven project activities are identified, along with six clearly presented potential outcome measures, including increased kindergarten readiness, increased third grade reading and math achievement, reduced chronic absences, reduced special education placements, increased language skills of English Learners, and improved social and emotional skills.

The applicant proposes to examine the feasibility of enhancing and expanding its existing California State Preschool Program (CSPP) which was established in 1965 using a Pay For Success (PFS) model. The applicant currently provides both part-day and full-day CSPP classes to 630 three- and four-year-olds in 20 classrooms at nine sites (8 participating in a pilot five tier QRIS) year-round for 243 days a year. The enrolled children are 90% non-white, 88% English learners, and 13% served by IFSPs/IEPs.

The applicant proposes to only offer full-day services, provide high-quality professional development (including instructional coaches and mentors), emphasize higher educational qualifications for teaching staff (bachelor's degree with courses and experiences specific to early childhood education for lead teachers; CDA for instructional staff), and 1:8 staff-child ratios with a maximum group size of 24 children. Additionally, the preschool will implement The Creative Curriculum as well as utilize the CLASS to assess teacher-child interactions, ECERS-R to assess the physical classroom setting. Child assessment measures include the Ages and Stages Questionnaire as a developmental screening tool completed by parents and the Desired Results Developmental Profile (DRDP) used in all CSPP programs.

The applicant provides a rich description of two local Santa Clara County departments currently implementing a PFS model. These include the Santa Clara County of Supportive Housing (to address chronic homelessness) and the Santa Clara County Mental Health Division (for individual clients receiving acute psychiatric treatment). It also cites research of two PFS early childhood projects in Chicago, IL and Salt Lake County, UT to support its premise that enriched high-quality preschool environments can improve student learning outcomes.

The logic model presented by the applicant includes inputs, activities, outputs, and short-, medium- and long-term outcomes to guide the proposed project design. The applicant acknowledges the need and challenges of cross-sector collaboration and data-sharing to track data on children and outcomes from preK through grade 12.

### **Weaknesses:**

While the applicant proposes outcome measures related to kindergarten readiness, chronic absences, reduced special education placements, English Learners, and improved social and emotional skills, no baseline data for the County or school district associated with these outcomes are presented for the target population.

The applicant does not clearly describe the intended audience for proposed professional development. It also does not adequately describe how the identified professional development strategies will be delivered, or describe the anticipated frequency or duration of professional development.

The applicant acknowledges a high number of English Language Learners, but it does not clearly describe how professional development will be specifically created or targeted to this need.

**Reader's Score: 21**

**Preschool PFS Partnership - Preschool PFS Partnership**

**1. The Secretary will consider the quality of the Preschool PFS Partnership. In evaluating a Preschool PFS Partnership, the Secretary will consider the following:**

**Reader's Score: 22**

**Sub Question**

**1. (c)(1) The quality of an existing Preschool PFS Partnership, including the history of the collaboration, or, if a Preschool PFS Partnership does not exist, the quality of the plan to form a Preschool PFS Partnership.**

**Strengths:**

The applicant clearly identifies the members of the Preschool PFS Partnerships, including the Santa Clara County Office of Education (applicant and service provider), Santa Clara Unified School District (outcomes "payor" and advisor), Third Sector Capital Partners (intermediary), Urban Institute (technical advisor), SRI International (evaluator), Silicon Valley Community Foundation (advisor) and First 5 Santa Clara County (advisor). The applicant describes its existing Strong Start Initiative which was launched in 2012. This coalition includes community leaders, early education providers, non profit organizations, elected officials, business community members, and other key stakeholders who actively collaborated to form the Preschool PFS Partnership. This existing group has strong membership and representation from a broad variety of sectors to support and guide the proposed project.

**Weaknesses:**

None noted.

**Reader's Score: 15**

**2. (c)(2) The extent to which the roles and responsibilities of members or proposed members of a Preschool PFS Partnership are clearly described and are appropriate and sufficient to successfully implement a PFS project.**

**Strengths:**

The applicant explains an ongoing early learning initiative, Strong Start, has been active in the County since 2012. The roles and functions of each Preschool PFS Partnership Member are thoroughly presented by the applicant in Attachment B. The applicant identifies two specific potential PFS investors, including the David and Lucile Packard Foundation and the Heising-Simons Foundation. The applicant, along with the Strong Start Coalition, has an established relationship with these two potential investors, and plans to harness the expertise of Third Sector Capital Partners to engage these and other identified potential investors. The applicant is well positioned to identify potential investors for the proposed project.

**Weaknesses:**

The applicant does not clearly articulate and comprehensively describe the responsibilities and roles of the intermediary.

The applicant does not clearly outline the process which will allow the unidentified payors to participate or engage in the development and selection of outcome measures.

**Reader's Score: 7**

**Quality of the Work Plan - Quality of the Work Plan**

1. **The Secretary will consider the quality of the work plan. In determining the quality of the work plan, the Secretary will consider the following factors:**

**Reader's Score: 24**

**Sub Question**

1. **(d)(1) The adequacy of the work plan to achieve the objectives of the proposed Feasibility Study project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks on time. Applicants should identify whether a contractor will conduct the Feasibility Study and, if appropriate, the extent to which the timeline for selecting and hiring the contractor is reasonable and sufficient for completing the project on time and within budget.**

**Strengths:**

The applicant presents an aggressive and well-designed work plan to be completed in 12 months, with a contingency plan to extend the feasibility study by one to three months if necessary. The applicant convincingly presents clearly defined responsibilities, timelines, and milestones for accomplishing project tasks on time. For example, the applicant identifies and displays a graphic representing the nine phases of the proposed work plan, beginning with planning and ending with feasibility report and close-out. The narrative details the specific activities for each of the phases, including a cost-benefit analysis and development of a rigorous evaluation methodology to determine if outcomes have been achieved. A detailed work plan is presented for each of the nine phases, including activities, responsible parties, engaged parties/agencies, and monthly timelines.

The applicant identifies Third Sector Capital Partners (TSCP) as the primary contractor for the project. TSCP has conducted more PFS feasibility assessments than any U.S. firm. TSCP has conducted PFS feasibility assessments for the Washington State Department of Early Learning, the Commonwealth of Virginia, and a joint project between the State of Nevada and City of Las Vegas.

**Weaknesses:**

The applicant identifies Third Sector Capital Partners as the proposed primary contractor for conducting the feasibility study, but it does not clearly describe the rationale or process by which the agency was selected.

**Reader's Score: 11**

2. **(d)(2) The adequacy of procedures for ensuring stakeholder feedback in the operation of the proposed Preschool PFS Feasibility Pilot. If the Feasibility Study includes the reduction in special education placement as a Financial Benefit, the extent to which the work plan includes outreach to and involvement of the representatives from the State and local special education community or individuals with special education expertise, including groups representing families.**

**Strengths:**

The applicant proposes to form an Advisory Committee with members from the local early learning community which will meet monthly with the Project Management Team to provide stakeholder feedback. The members of the committee are identified, and include leaders from Silicon Valley Community Foundation's Center for Early Learning, FIRST 5 Santa Clara County, Deputy Superintendent of Santa Clara County Office of Education and Superintendent of Santa Clara Unified School District. The Board includes members with special education expertise.

The applicant presents a graphic clearly demonstrating the relationship between the Advisory Committee which will meet monthly, and two working groups (intervention & outcomes; contracting & economics) which will meet bi-weekly with coordination from the Project Management Team. The applicant presents an organizational structure

**Sub Question**

which will enable stakeholder feedback from a variety of individuals and entities, including special education and family representation.

**Weaknesses:**

None noted.

**Reader's Score: 10**

**3. (d)(3) The extent to which the time commitments of the project director and team and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

**Strengths:**

The applicant identifies the members of the Project Management Team and specific time commitments for each. For example, the Director of the Strong Start Initiative will serve as Project Director (50% FTE) and a Project Specialist will be hired at 50% FTE. The Program Specialist for Family Child Education at Santa Clara Unified School District will be 5% FTE as she serves as the primary contact between the District and the project team members. The FTE for various Santa Clara County Office of Education personnel are also provided. The distribution of time commitments proposed by the applicant are appropriate and adequate for the proposed project.

**Weaknesses:**

None noted.

**Reader's Score: 3**

**Quality of the Project Leadership and Team - Quality of the Project Leadership and Team**

**1. The Secretary will consider the quality of the project leadership and team. The Secretary will consider the extent to which the applicant has the project and financial management experience necessary to manage the Preschool PFS Feasibility Pilot, including:**

**Reader's Score: 5**

**Sub Question**

**1. (e)(1) Managing and overseeing similar projects (e.g., PFS or other project related work, experience with early childhood education) with specific examples of prior accomplishments and outcomes; and**

**Strengths:**

The applicant is the sole Head Start grantee in Santa Clara County, and was awarded its first grant in 1970. It has operated California State Preschool Program (CSPP) classrooms since 2008, and is the largest provider of CSPP in Santa Clara County. The applicant also operates an Early Head Start program for children with special education needs, as well as the first Educare School in California.

**Weaknesses:**

None noted.

**Reader's Score: 3**

**Sub Question**

**2. (e)(2) Managing Federal grants, including plans for ensuring compliance with Federal guidelines.**

**Strengths:**

The applicant has extensive experience implementing and managing Federal grants. For example, its current 2016-17 budget reflects \$216 million in restricted revenue from Federal sources, including \$23 million in Federal Head Start dollars with perfect compliance ratings during independent audits for the last four review cycles.

The applicant has two primary partners, and both have managed Federal grants and ensured compliance.

**Weaknesses:**

None noted.

**Reader's Score: 2**

**Budget Narrative - Budget Narrative**

**1. The Secretary will consider the adequacy of resources necessary to complete the Feasibility Study, including any philanthropic or other resources that may be contributed toward the project. In determining the adequacy of resources, the Secretary will consider the extent to which the budget will adequately support program activities and achieve desired outputs and outcomes.**

**Strengths:**

The applicant requests \$392,704 in federal funding to be utilized in a 12-month funding period and proposes to allocate \$42,028 of its own monies to the proposed project for personnel and fringe benefits to support the Project Management Team, particularly with data system and integration tasks.

The applicant requests salary costs to support the Project Director at 50% FTE and a Preschool Expansion Specialist/Consultant at 50% FTE.

The applicant presents a detailed explanation and table to explain how the total of \$69,765 was derived as the anticipated cost for SRI International, the proposed independent evaluator. Similar information is also presented to explain how the total of \$174,520 was derived as the anticipated cost for Third Sector Capital Partners who will serve as the intermediary and primary contractor to execute the feasibility study. This represents billable hours for three personnel, including a Director, Project Lead Associate, and a Project Support Analyst, along with minimal travel allocations.

The Urban Institute Pay For Success Institute will offer in-kind support to provide information on program enhancements, data analysis and design.

The applicant provides its indirect cost rate agreement as approved by the California Department of Education for the 2016-17 fiscal year for 10.84%. The proposed budget allocates necessary resources to complete the proposed project.

**Weaknesses:**

None noted.

**Reader's Score: 10**

**Priority Questions**

## Competitive Preference Priority - Competitive Preference Priority

### 1. Competitive Priority: Outcome Measures Across Various Domains

To meet this priority, an applicant must propose a Feasibility Study to evaluate if PFS is viable that would evaluate social and emotional or Executive Functioning Outcome Measures, or both. These potential outcome measures may be predictive of future school success, cost savings, cost avoidance, and other societal benefits, and may appropriate to include in a PFS project. (up to 5 points)

#### Strengths:

The applicant proposes to identify outcomes measures, including those aligned with improved social emotional skills and kindergarten readiness. The applicant acknowledges the need for societal benefits, and explains the Desired Results Developmental Profile (DRDP) is aligned with social emotional skills and kindergarten readiness outcomes.

#### Weaknesses:

None noted.

Reader's Score: 5

## Absolute Priority – Feasibility Study - Absolute Priority – Feasibility Study

1. Under this priority, the applicant must propose a Feasibility Study that will determine the viability of using a PFS approach to expand or improve a preschool program for a Target Population, and describe the potential Outcome Measures the applicant proposes to identify and evaluate for appropriateness for PFS. Any applicant that includes a Feasibility Study for a PFS project that proposes to reduce the need for special education and related services as an Outcome Measure must also include at least one other meaningful and substantive Outcome Measure of short-, medium-, or longterm student achievement, such as kindergarten readiness, reading and math growth or achievement, and improved social and emotional skills.

Yes

Reader's Score: 0

## Absolute Priority – Feasibility Study - Absolute Priority – Feasibility Study

1. Under this priority, the applicant must propose a Feasibility Study that will determine the viability of using a PFS approach to expand or improve a preschool program for a Target Population, and describe the potential Outcome Measures the applicant proposes to identify and evaluate for appropriateness for PFS. Any applicant that includes a Feasibility Study for a PFS project that proposes to reduce the need for special education and related services as an Outcome Measure must also include at least one other meaningful and substantive Outcome Measure of short-, medium-, or longterm student achievement, such as kindergarten readiness, reading and math growth or achievement, and improved social and emotional skills.

#### Strengths:

The applicant proposes a 12-month feasibility study led by an outside contractor to determine the viability of a PFS approach.

**Weaknesses:**

None noted.

**Reader's Score:**     **0**

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**Status:**           Submitted

**Last Updated:**   10/26/2016 02:59 PM

Status: Submitted

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## Technical Review Coversheet

Applicant: Santa Clara County Office of Education (S419C170014)

Reader #2: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	10	10
<b>Sub Total</b>	10	10
<b>Quality of the Preschool Program Design</b>		
<b>Quality of the Preschool Program Design</b>		
1. Quality of Program Design	25	18
<b>Sub Total</b>	25	18
<b>Preschool PFS Partnership</b>		
<b>Preschool PFS Partnership</b>		
1. Preschool PFS Partnership	25	25
<b>Sub Total</b>	25	25
<b>Quality of the Work Plan</b>		
<b>Quality of the Work Plan</b>		
1. Quality of the Work Plan	25	25
<b>Sub Total</b>	25	25
<b>Quality of the Project Leadership and Team</b>		
<b>Quality of the Project Leadership and Team</b>		
1. Quality of Leadership	5	5
<b>Sub Total</b>	5	5
<b>Budget Narrative</b>		
<b>Budget Narrative</b>		
1. Budget Narrative	10	10
<b>Sub Total</b>	10	10
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority</b>		
1. Competitive Priority	5	5
<b>Sub Total</b>	5	5
<b>Absolute Priority – Feasibility Study</b>		
<b>Absolute Priority – Feasibility Study</b>		
1. Absolute Priority	0	0

	<b>Sub Total</b>	0	0
<b>Absolute Priority – Feasibility Study</b>			
<b>Absolute Priority – Feasibility Study</b>			
1. Absolute Priority		0	0
	<b>Sub Total</b>	0	0
	<b>Total</b>	105	98

# Technical Review Form

Panel #14 - PFS Panel - 14: 84.419C

Reader #2: \*\*\*\*\*

Applicant: Santa Clara County Office of Education (S419C170014)

## Questions

### Selection Criteria - Need for Project

1. **The Secretary will consider the needs of the Target Population. In determining the need for the proposed project, the Secretary will consider the magnitude of the need of the Target Population for the services to be provided by a potential PFS project. Applicants should clearly state and demonstrate the extent of the problem facing the Target Population using data and other relevant information.**

#### Strengths:

The need for early intervention in the State of California appears to be quite high--the state ranks 50th out of 52 in reading and 47 out of 52 in math. Though Santa Clara County usually outperform state averages, the applicant nonetheless claims sizable gaps in student achievement. Zero (students with disabilities) to 9% of Santa Clara United School District students met 4th grade standards in math and reading; these percentages constitute a major need for improved early intervention.

The proposal provides a research-based argument for improving preschool quality through: 1) teacher quality through higher teacher qualifications and professional development; and 2) increasing time in classroom to full-day instruction. Teacher qualifications, professional development, and increased classroom time are factors that have demonstrated improvements in child outcomes; choosing these components of their preschool program to improve is a strength of the proposal.

The county clearly needs to expand access to publicly-funded preschool; the proposal documents that more than 60% of eligible children do not currently have such access. The proposal to expand preschool slots to income-qualified children who do not have access to publicly-funded preschool responds to a high need for expanding access to such programs and is a strength of the proposal.

#### Weaknesses:

The need for improvement of current service and for expansion of services was well documented; no weaknesses were noted in the proposal for this issue.

Reader's Score: 10

### Quality of the Preschool Program Design - Quality of the Preschool Program Design

**The Secretary will consider the quality of the design of the proposed preschool program. In determining the quality of the design of the proposed preschool program, the Secretary will consider the extent to which the intervention strategy is likely to improve student outcomes for the Target Population, based on quantitative, qualitative, or theoretical evidence, including the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable and will demonstrate student success. In responding to this criterion, applicants should identify clearly specified and measurable outcomes for the preschool program and explain how these outcomes can be achieved by the program. While these outcomes will inform the selection of Outcome Measures for the PFS project, they do not limit a grantee from evaluating additional Outcome Measures in the course of completing the Preschool PFS Feasibility Study.**

**Strengths:**

The current (and proposed) program would serve children whose families live at or below 200% of the federal poverty level or are homeless, recipient of protective services, are abused, neglected, exploited or at risk of the previously-mentioned. The served children are almost 90%,"non-white," 88% are English Language Learners, and 13% have an IEP/IFSP. Clearly, the program is inclusive and serves children at high need of services. This is a strength of the proposal.

The program has implemented a QRIS system and uses CLASS and the Early Childhood Environment Rating Scale-Revised (ECERS R) to assess classroom environments; this commitment to ongoing program improvement is a best practice in high quality preschool programs.

The program measures student outcomes using California's Desired Results Developmental Profile (DRDP), which measures domains across development and academics. The domains include: self-regulation, social/emotional, language/literacy, math/science, physical/health, history/social sciences, and the arts; this is a comprehensive list of domains.

The use of the Ages and Stages Questionnaire provides a mechanism to discuss development with parents.

The program uses Creative Curriculum, which is a comprehensive curriculum. The use of a comprehensive curriculum is a component of a high quality preschool program.

The proposal includes a component to increase the dosage and duration of classroom time by changing their half-time classrooms to full-time. This is a research-based strategy to improve academic achievement and a strength of the proposal.

The proposal includes a professional development program that includes seminars, demonstrations, coaching, and mentoring. The inclusion of coaching in addition to traditional seminars and workshops is a particular strength of the proposal.

The suggested staff-to-child ratio of 1:8 will provide opportunities for staff/child interaction and is considered a good ratio for a high quality preschool program.

Respect for and protection of the rights of children with special needs is addressed well.

The proposed qualifications for teachers and associate teachers are sufficient for a good program.

**Weaknesses:**

Weaknesses:

Although the program serves a high volume of English Language Learners, there is no mention of teacher professional development or curriculum strategies to meet their needs to support both home and English language learning and literacy. Given the population that the program serves, this is a serious omission.

Although the program uses CLASS to evaluate classroom environments, they do not specify their current levels on CLASS, nor do they specify an outcome goal, particularly in Instructional Support, a measure most immediately relevant for improving academic school readiness.

Though the program uses a student outcomes measure (Desired Results Developmental Profile), they do not report reliability or validity data for this tool. Although they list the domains of the instrument, it is not possible to assess its predictive value for school readiness. Although not mentioned in the proposal, the instrument is aligned with Head Start Standards. Use of a valid and reliable instrument to assess school readiness would be critically important for this project; reporting specific valid and reliable data would help to evaluate the instrument.

Although the foundations of Creative Curriculum are research-based, there is a paucity of data demonstrating its effectiveness in increasing school readiness for children at high risk of school failure.

Though professionals and community members from the special education community are deliberately included in the project, there is not a specific mechanism proposed that would guide educators on disqualifying children from special education services based on ongoing assessment of child outcomes. There are not, for example, achievement criteria across developmental and academic domains that could be used to monitor the level of appropriate support for an individual child.

Although the professional development component includes appropriate strategies, it does not designate the dosage and

duration of the program. Nor does it include who would be responsible for the professional development; the expertise of the trainers would make a sizable difference in its effectiveness.

The proposal says that it will raise teacher requirements; it describes the proposed standards, which are adequate, but it does not describe how such standards are an improvement. It also describes standards for associate teacher requirements, but again does not specify improvements.

Baseline data and outcome goals for child outcomes were not included.

**Reader's Score: 18**

### **Preschool PFS Partnership - Preschool PFS Partnership**

- 1. The Secretary will consider the quality of the Preschool PFS Partnership. In evaluating a Preschool PFS Partnership, the Secretary will consider the following:**

**Reader's Score: 25**

#### **Sub Question**

- 1. (c)(1) The quality of an existing Preschool PFS Partnership, including the history of the collaboration, or, if a Preschool PFS Partnership does not exist, the quality of the plan to form a Preschool PFS Partnership.**

#### **Strengths:**

The county started a "Strong Start Initiative" in 2012. Strong Start is a coalition of community leaders, early education personnel, nonprofits, elected officials, business representatives, and other key stakeholders. Members of Strong Start proposed for the partnership include: Santa Clara County Office of Education (SCCOE), the lead applicant and service provider, Santa Clara Unified School District (SCUSC), the outcomes "payor" and advisor, Silicon Valley Community Foundation (SVCF), the advisor, and First 5 Santa Clara County. They will contract with Third Sector Capital Partners as their intermediary and SRI International as their evaluator. The specific activities to be contributed by each member of the Preschool PFS partnership are described clearly.

The Office of Supportive Housing and the county's Mental Health Division has previously worked with Santa Clara county with the PFS model; this experience could provide logistical support for the current proposal.

The Local Control Funding Formula gives individual school districts flexibility to meet the educational needs of their communities; increases in funding for school districts have occurred since the recession. The proposal suggests that local schools districts could act as the outcomes payor and provide an opportunity to expand quality early learning opportunities but will require "rigorous" demonstration of their effectiveness to increase child outcomes prior to wide adoption. The proposal provides a sufficient argument that intervention could improve child outcomes across a number of domains, and also an opportunity to scale up the intervention.

The proposal identifies the agency, SCCOE, that is interested in PFS financing.

#### **Weaknesses:**

No weaknesses were apparent.

**Reader's Score: 15**

- 2. (c)(2) The extent to which the roles and responsibilities of members or proposed members of a Preschool PFS Partnership are clearly described and are appropriate and sufficient to successfully implement a PFS project.**

## Sub Question

### Strengths:

The roles of members and proposed members of the partnership are clearly described and include a wide range of local school personnel and community members. Included in the coalition are community leaders, early education providers, nonprofits, elected officials, and members of the business community. The breadth and history of the coalition is a strength of the proposal.

The proposal outlines the roles of the partnership. The Santa Clara County Office of Education is the lead applicant and service provider, the Santa Clara Unified School District is the outcomes "payor" and advisor, the Silicon Valley Community Foundation is an advisor, as is the First 5 Santa Clara County. They will contract with the Third Sector Capital Partners as an intermediary, and SRI International as the evaluator of the proposal. Urban Institute will serve as the technical advisor. Procurement processes at SCCOE are aligned with federal, state and local regulations. Investors are yet to be identified during the yearlong project. The partnerships are clearly identified and documentation of intent are included; these are strengths of the proposal.

The proposal has identified two partners with experience in engaging donors in the area. Both the Silicon Valley Community Foundation and Third Sector Capital Partners (TSCP) have extensive ties with the area and a history of finding donors for local projects. TSCP has experience facilitating investor relationships and providing guidance to PFS projects. The proposal says that SCCOE and Strong Start already have relationships with potential PFS investors, including the Packard Foundation and the Heising-Simons Foundation.

The Strong Start collaboration and its ties with the community across a broad range of stakeholders is a major strength of this proposal.

The roles of the partnership members were clearly defined and explained.

### Weaknesses:

No weaknesses were identified.

**Reader's Score: 10**

## Quality of the Work Plan - Quality of the Work Plan

- 1. The Secretary will consider the quality of the work plan. In determining the quality of the work plan, the Secretary will consider the following factors:**

**Reader's Score: 25**

## Sub Question

- 1. (d)(1) The adequacy of the work plan to achieve the objectives of the proposed Feasibility Study project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks on time. Applicants should identify whether a contractor will conduct the Feasibility Study and, if appropriate, the extent to which the timeline for selecting and hiring the contractor is reasonable and sufficient for completing the project on time and within budget.**

### Strengths:

The Work Plan is divided into: planning, kickoff and governance, intervention assessment and referral pathways, data assessment and access, outcomes and evaluation, legal and regulatory, cost/benefit analysis, initial funder assessment, and feasibility report and closeout. Within each of these categories, the responsible party is identified, activities are specified, engaged parties are identified, and a timeline is specified.

The partnership members are identified and key personnel are highly qualified. The proposal has defined responsibilities, timelines, and milestones for the project, clearly specifying who is responsible for the tasks outlined

**Sub Question**

in the proposal. Outcomes by agency are clearly delineated with timelines designated. Milestones for grant outcomes are described, again with clear timelines. Grant activities are specified and clear.

**Weaknesses:**

No weaknesses were identified.

**Reader's Score: 12**

- 2. (d)(2) The adequacy of procedures for ensuring stakeholder feedback in the operation of the proposed Preschool PFS Feasibility Pilot. If the Feasibility Study includes the reduction in special education placement as a Financial Benefit, the extent to which the work plan includes outreach to and involvement of the representatives from the State and local special education community or individuals with special education expertise, including groups representing families.**

**Strengths:**

Stakeholder feedback will be formalized through an Advisory Committee that will include professionals with special education expertise. The committee will meet regularly.

A group of local stakeholders will also advise the project and includes the leadership of the school district, the First 5 group, the Silicon Valley Community Foundation and other community representatives, including those from the special education community. Since one of the expected outcomes will be reduced special education placements, the Vice President and Director of the Center for Early Learning, Silicon Valley Community Foundation, the Chief Executive Officer of First 5 Santa Clara County, and the Deputy Superintendent of the County Office of Education and the Superintendent of the Santa Clara Unified School District will all offer technical support in special education. These representatives will provide sufficient expertise concerning the needs of and regulations concerning children with special needs for the project.

**Weaknesses:**

There were no apparent weaknesses.

**Reader's Score: 10**

- 3. (d)(3) The extent to which the time commitments of the project director and team and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

**Strengths:**

The Deputy Superintendent is budgeted for .5 FTE, the Project Director at .5 FTE, and the Planning Council Liaison at 1.25 FTE. The Preschool Expansion Specialist is budgeted for 20 hours/week for 39 weeks. The contractor and evaluator would be hired on a per job basis rather than a salaried or hourly position.

The time allotments for these personnel seem adequate and appropriate for the proposed project.

**Weaknesses:**

No weaknesses were identified.

**Reader's Score: 3**

**Quality of the Project Leadership and Team - Quality of the Project Leadership and Team**

- 1. The Secretary will consider the quality of the project leadership and team. The Secretary will consider the extent to which the applicant has the project and financial management experience necessary to manage the Preschool PFS Feasibility Pilot, including:**

**Reader's Score:** 5

**Sub Question**

1. **(e)(1) Managing and overseeing similar projects (e.g., PFS or other project related work, experience with early childhood education) with specific examples of prior accomplishments and outcomes; and**

**Strengths:**

Strengths:

The leadership team appears to be highly qualified across a range of stakeholder interests. Both members of the leadership team and the community have experience with PFS projects in housing and mental health. The director of the project is also the director of the Strong Start Initiative. He has extensive grant writing experience and developed Educare of California, a national model early learning program, both of which document grant and early childhood experience. The Data Specialist is a Program Specialist for Family Child Education at SCUSD and will be the liaison between the study developers and SCUSD, facilitating data sharing between the district and the team. The Third Sector Capital Partner representative has over 15 years experience in social and economic impact projects in the U.S. and internationally. The Project Lead is an Associate Director in TSCP's San Francisco office; in addition to other projects she worked with Nevada for a Round 1 Social Innovation Fund award to investigate the potential for a PFS project in early education. The evaluator has more than 15 years of experience in research and evaluation of early childhood programs. The senior technical advisor is a developmental psychologist in designing and conducting research and evaluations on the effects of early childhood programs and services. The lead statistician has expertise in statistical modeling, measurement, and research designs of early childhood education; she currently directs the design and quantitative analysis on 4 large U.S. Department of Education studies.

**Weaknesses:**

There were no apparent weaknesses.

**Reader's Score:** 3

2. **(e)(2) Managing Federal grants, including plans for ensuring compliance with Federal guidelines.**

**Strengths:**

Both the applicant and key members of the leadership team have extensive experience operating early childhood programs, including Head Start, with its extensive federal regulations. SCCOE has extensive experience managing federal grants; \$43 million of the district's \$216 million dollar budget is restricted revenue from federal sources. The other project partners, TSCP and SRI, have similar experience managing Federal grants.

**Weaknesses:**

There were no apparent weaknesses.

**Reader's Score:** 2

**Budget Narrative - Budget Narrative**

1. **The Secretary will consider the adequacy of resources necessary to complete the Feasibility Study, including any philanthropic or other resources that may be contributed toward the project. In determining the adequacy of resources, the Secretary will consider the extent to which the budget will adequately support program activities and achieve desired outputs and outcomes.**

**Strengths:**

The project will receive in kind resources from SCCOE, SCUSD, members of the Advisory Committee, and the Urban Institute Pay for Success Initiative (UIPFS). The Advisory Council will provide additional expertise. Personnel costs appear to be adequate, particularly the .50 FTE for the project director. Contractual costs appear to be reasonable and adequate. Costs for meetings have been included. Evaluation contractual costs are adequate. The proposed resources would adequately support the proposed program.

**Weaknesses:**

No weaknesses were apparent.

**Reader's Score: 10**

**Priority Questions****Competitive Preference Priority - Competitive Preference Priority****1. Competitive Priority: Outcome Measures Across Various Domains**

To meet this priority, an applicant must propose a Feasibility Study to evaluate if PFS is viable that would evaluate social and emotional or Executive Functioning Outcome Measures, or both. These potential outcome measures may be predictive of future school success, cost savings, cost avoidance, and other societal benefits, and may appropriate to include in a PFS project. (up to 5 points)

**Strengths:**

California requires its funded preschool programs to use the Desired Results Developmental Profile assessments. This instrument includes domains across development, including: approaches to learning--self regulation, social emotional development, language development, literacy development, mathematics, science, physical development, health, history--social science, visual performing arts, and English language development. The proposal includes social and emotional and self regulation outcomes.

The proposal also includes an outcome to "analyze the increase in government cost savings and societal benefits upon achieving outcomes."

**Weaknesses:**

There were no weaknesses apparent.

**Reader's Score: 5**

**Absolute Priority – Feasibility Study - Absolute Priority – Feasibility Study**

- 1. Under this priority, the applicant must propose a Feasibility Study that will determine the viability of using a PFS approach to expand or improve a preschool program for a Target Population, and describe the potential Outcome Measures the applicant proposes to identify and evaluate for appropriateness for PFS. Any applicant that includes a Feasibility Study for a PFS project that proposes to reduce the need for special education and related services as an Outcome Measure must also include at least one other meaningful and substantive Outcome Measure of short-, medium-, or longterm student achievement, such as kindergarten readiness, reading and math growth or achievement, and improved social and emotional skills.**

Yes

**Reader's Score:** 0

**Absolute Priority – Feasibility Study - Absolute Priority – Feasibility Study**

1. Under this priority, the applicant must propose a Feasibility Study that will determine the viability of using a PFS approach to expand or improve a preschool program for a Target Population, and describe the potential Outcome Measures the applicant proposes to identify and evaluate for appropriateness for PFS. Any applicant that includes a Feasibility Study for a PFS project that proposes to reduce the need for special education and related services as an Outcome Measure must also include at least one other meaningful and substantive Outcome Measure of short-, medium-, or longterm student achievement, such as kindergarten readiness, reading and math growth or achievement, and improved social and emotional skills.

**Strengths:**

The applicant provided outcome measures that included kindergarten readiness and social and emotional skills.

**Weaknesses:**

There were no apparent weaknesses.

**Reader's Score:** 0

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**Status:** Submitted

**Last Updated:** 10/28/2016 03:27 PM

Status: Submitted

Last Updated: 10/27/2016 04:54 PM

## Technical Review Coversheet

Applicant: Santa Clara County Office of Education (S419C170014)

Reader #3: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	10	10
<b>Sub Total</b>	10	10
<b>Quality of the Preschool Program Design</b>		
<b>Quality of the Preschool Program Design</b>		
1. Quality of Program Design	25	20
<b>Sub Total</b>	25	20
<b>Preschool PFS Partnership</b>		
<b>Preschool PFS Partnership</b>		
1. Preschool PFS Partnership	25	20
<b>Sub Total</b>	25	20
<b>Quality of the Work Plan</b>		
<b>Quality of the Work Plan</b>		
1. Quality of the Work Plan	25	23
<b>Sub Total</b>	25	23
<b>Quality of the Project Leadership and Team</b>		
<b>Quality of the Project Leadership and Team</b>		
1. Quality of Leadership	5	5
<b>Sub Total</b>	5	5
<b>Budget Narrative</b>		
<b>Budget Narrative</b>		
1. Budget Narrative	10	10
<b>Sub Total</b>	10	10
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority</b>		
1. Competitive Priority	5	5
<b>Sub Total</b>	5	5
<b>Absolute Priority – Feasibility Study</b>		
<b>Absolute Priority – Feasibility Study</b>		
1. Absolute Priority	0	0

	<b>Sub Total</b>	0	0
<b>Absolute Priority – Feasibility Study</b>			
<b>Absolute Priority – Feasibility Study</b>			
1. Absolute Priority		0	0
	<b>Sub Total</b>	0	0
	<b>Total</b>	105	93

# Technical Review Form

Panel #14 - PFS Panel - 14: 84.419C

Reader #3: \*\*\*\*\*

Applicant: Santa Clara County Office of Education (S419C170014)

## Questions

### Selection Criteria - Need for Project

1. The Secretary will consider the needs of the Target Population. In determining the need for the proposed project, the Secretary will consider the magnitude of the need of the Target Population for the services to be provided by a potential PFS project. Applicants should clearly state and demonstrate the extent of the problem facing the Target Population using data and other relevant information.

#### Strengths:

The applicant defines the target population and used the Nation's Report Card to show the lag behind other groups. The Applicant also identified 569 children as the target population in the three zip codes of Santa Clara who are eligible; 349 of these children are not serviced.

#### Weaknesses:

N/A

Reader's Score: 10

### Quality of the Preschool Program Design - Quality of the Preschool Program Design

1. The Secretary will consider the quality of the design of the proposed preschool program. In determining the quality of the design of the proposed preschool program, the Secretary will consider the extent to which the intervention strategy is likely to improve student outcomes for the Target Population, based on quantitative, qualitative, or theoretical evidence, including the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable and will demonstrate student success. In responding to this criterion, applicants should identify clearly specified and measurable outcomes for the preschool program and explain how these outcomes can be achieved by the program. While these outcomes will inform the selection of Outcome Measures for the PFS project, they do not limit a grantee from evaluating additional Outcome Measures in the course of completing the Preschool PFS Feasibility Study.

#### Strengths:

The applicant identified clear, specific and measurable outcomes for the preschool program as listed in Figure 1: Logic Model for short-, medium- and long-term goals. It was clearly explained that these outcomes can be achieved by using the existing California State Preschool Program (CSPP). This is an evidence-based curriculum that also has evidence supporting the design and policies of this program from outcomes measured by California's Desired Results Developmental Profile (DRDP) assessment system.

The applicant has clear goals to determine the viability of using a PFS approach to expand and enhance the SCCOE CSPP program in SCUSD, improving early learning outcomes and student success. The four objectives were stated clearly for the 12-month period for this feasibility study. The applicant also states outcomes measures that span across various domains for a competitive preference priority.

The current SCCOE CSPP serves children with disabilities, children that are homeless, and English Learners and the maximum instructional staff-to-child is 1:8.

**Weaknesses:**

While the California State Preschool Program (CSPP) is stated to be an evidence-based curriculum with supporting evidence of outcomes measured by California's Desired Results Developmental Profile (DRDP) assessment system, the applicant aims to enhance the quality of the SCCOE's CSPP through higher teacher qualifications, increased professional development support for instructional staff, and increasing duration to full-day for all children. It is unclear why improvements would need to be made to the existing program if the program works and just needs to be expanded to include more students. The applicant describes the activities needed to happen to include these improvements, especially for the access to high-quality professional development. Examples include, professional development activities for teachers through specially-trained coaches that will work with teachers in their own classrooms and mentors assigned to new teachers. The applicant does not provide baseline data for instructional improvements and lacks information on the dosage of additional support.

**Reader's Score: 20**

**Preschool PFS Partnership - Preschool PFS Partnership**

- 1. The Secretary will consider the quality of the Preschool PFS Partnership. In evaluating a Preschool PFS Partnership, the Secretary will consider the following:**

**Reader's Score: 20**

**Sub Question**

- 1. (c)(1) The quality of an existing Preschool PFS Partnership, including the history of the collaboration, or, if a Preschool PFS Partnership does not exist, the quality of the plan to form a Preschool PFS Partnership.**

**Strengths:**

Santa Clara County currently has a Strong Start Initiative (Strong Start) coalition of community leaders, early education providers, nonprofit organizations, elected officials, members of the business, etc. that has made early learning the number one priority since 2012. This coalition has already identified the service providers, advisors, evaluator, technical advisor and intermediary. The applicant clearly states the plan to identify the investors for the partnership – by using the Silicon Valley Foundation and Third Sector Capital expertise and networks.

**Weaknesses:**

N/A

**Reader's Score: 15**

- 2. (c)(2) The extent to which the roles and responsibilities of members or proposed members of a Preschool PFS Partnership are clearly described and are appropriate and sufficient to successfully implement a PFS project.**

**Strengths:**

The applicant clearly describes the responsibilities for the service provider and technical advisors.

**Sub Question**

**Weaknesses:**

The applicant does not address how the independent evaluator will help structure the evaluation plans; how the unidentified payers will be part of choosing the predetermined outcomes; or the role of the intermediary in structuring the deals and identifying the component of the contracts between parties.

**Reader's Score: 5**

**Quality of the Work Plan - Quality of the Work Plan**

- 1. The Secretary will consider the quality of the work plan. In determining the quality of the work plan, the Secretary will consider the following factors:**

**Reader's Score: 23**

**Sub Question**

- 1. (d)(1) The adequacy of the work plan to achieve the objectives of the proposed Feasibility Study project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks on time. Applicants should identify whether a contractor will conduct the Feasibility Study and, if appropriate, the extent to which the timeline for selecting and hiring the contractor is reasonable and sufficient for completing the project on time and within budget.**

**Strengths:**

The applicant lays out the responsibilities, timelines, and milestones for accomplishing project tasks on time and within budget, which seem adequate and appropriate except the lack of information on Third Sector Capital.

**Weaknesses:**

The applicant has identified Third Sector Capital as the lead in writing the final feasibility report, and simply states "finalize contracts with consultants" as a task for the first month, which is not sufficient detail for selecting and hiring Third Sector.

**Reader's Score: 10**

- 2. (d)(2) The adequacy of procedures for ensuring stakeholder feedback in the operation of the proposed Preschool PFS Feasibility Pilot. If the Feasibility Study includes the reduction in special education placement as a Financial Benefit, the extent to which the work plan includes outreach to and involvement of the representatives from the State and local special education community or individuals with special education expertise, including groups representing families.**

**Strengths:**

The applicant provides detailed information on how it will ensure stakeholder feedback in the operation of the proposed Preschool PFS Feasibility Pilot by forming a Project Management Team. The team will meet with Members of the Advisory Committee on a monthly basis to receive status reports, offer advice on specific topics, and work through issues that arise. The applicant has identified individuals with special education expertise to be part of the Advisory Committee to assist with the reduction in special education placement as a long-term outcome. The adequacy of procedures for ensuring stakeholder feedback is sufficient and adequate for the proposed Preschool PFS Feasibility Pilot.

**Sub Question**

**Weaknesses:**

N/A

**Reader's Score: 10**

- 3. (d)(3) The extent to which the time commitments of the project director and team and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

**Strengths:**

From the Santa Clara County Office of Education, the project advocate will spend 5 percent of her time on the project. This is appropriate and adequate given the limited extent of her responsibilities in the management plan. Most of the project activities will be led and coordinated by the Director of the Strong Start Initiative who will spend 50 percent of their time on the project. This time commitment is appropriate given the extensive array of activities they will be responsible for carrying out under the work plan. There will also be a Strong Start Pay for Success Specialist that will be hired with 50 percent of their time on the project to assist in managing the day to day activities.

**Weaknesses:**

N/A

**Reader's Score: 3**

**Quality of the Project Leadership and Team - Quality of the Project Leadership and Team**

- 1. The Secretary will consider the quality of the project leadership and team. The Secretary will consider the extent to which the applicant has the project and financial management experience necessary to manage the Preschool PFS Feasibility Pilot, including:**

**Reader's Score: 5**

**Sub Question**

- 1. (e)(1) Managing and overseeing similar projects (e.g., PFS or other project related work, experience with early childhood education) with specific examples of prior accomplishments and outcomes; and**

**Strengths:**

SCCOE has extensive experience with early childhood education programs. SCCOE is the sole Head Start grantee in Santa Clara County and was awarded its first grant in 1970 with high student outcome measures. SCCOE has also operated CSPP since its inception in 2008 and is the largest CSPP provider in Santa Clara County. It is the backbone organization for the Strong Start collective impact effort. SCCOE has been exploring PFS initiatives, and while it does not have direct experience with PFS, it has advisors and intermediaries that have experience with PFS.

**Weaknesses:**

N/A

**Reader's Score: 3**

**Sub Question**

**2. (e)(2) Managing Federal grants, including plans for ensuring compliance with Federal guidelines.**

**Strengths:**

SCCOE has significant expertise managing Federal grants: \$43 million of the SCCOE's 2016-17 budget of \$216 million is restricted revenue from Federal sources. Third Sector and SRI have similar experience managing federal grants and ensure compliance. The applicant has sufficient and adequate expertise in managing federal grants for this project.

**Weaknesses:**

N/A

**Reader's Score: 2**

**Budget Narrative - Budget Narrative**

- 1. The Secretary will consider the adequacy of resources necessary to complete the Feasibility Study, including any philanthropic or other resources that may be contributed toward the project. In determining the adequacy of resources, the Secretary will consider the extent to which the budget will adequately support program activities and achieve desired outputs and outcomes.**

**Strengths:**

The applicant clearly states how the project will receive in-kind resources from SCCOE, SCUSD, members of its Advisory Committee, and the Urban Institute Pay for Success Initiative (UIPFSI). The budget narrative is adequate and sufficient to support the PFS project.

**Weaknesses:**

N/A

**Reader's Score: 10**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference Priority**

- 1. Competitive Priority: Outcome Measures Across Various Domains**  
To meet this priority, an applicant must propose a Feasibility Study to evaluate if PFS is viable that would evaluate social and emotional or Executive Functioning Outcome Measures, or both. These potential outcome measures may be predictive of future school success, cost savings, cost avoidance, and other societal benefits, and may appropriate to include in a PFS project. (up to 5 points)

**Strengths:**

The applicant will evaluate kindergarten readiness for students both academically and socially/emotionally as measured by the Desired Results Developmental Profile assessments to document their progress.

**Weaknesses:**

N/A

Reader's Score: 5

**Absolute Priority – Feasibility Study - Absolute Priority – Feasibility Study**

1. Under this priority, the applicant must propose a Feasibility Study that will determine the viability of using a PFS approach to expand or improve a preschool program for a Target Population, and describe the potential Outcome Measures the applicant proposes to identify and evaluate for appropriateness for PFS. Any applicant that includes a Feasibility Study for a PFS project that proposes to reduce the need for special education and related services as an Outcome Measure must also include at least one other meaningful and substantive Outcome Measure of short-, medium-, or longterm student achievement, such as kindergarten readiness, reading and math growth or achievement, and improved social and emotional skills.

Yes

Reader's Score: 0

**Absolute Priority – Feasibility Study - Absolute Priority – Feasibility Study**

1. Under this priority, the applicant must propose a Feasibility Study that will determine the viability of using a PFS approach to expand or improve a preschool program for a Target Population, and describe the potential Outcome Measures the applicant proposes to identify and evaluate for appropriateness for PFS. Any applicant that includes a Feasibility Study for a PFS project that proposes to reduce the need for special education and related services as an Outcome Measure must also include at least one other meaningful and substantive Outcome Measure of short-, medium-, or longterm student achievement, such as kindergarten readiness, reading and math growth or achievement, and improved social and emotional skills.

**Strengths:**

The applicant provides adequate information for the feasibility study that will determine the viability of using a PFS approach to expand or improve its preschool program for its target population.

The applicant also clearly describes the potential outcome measures to identify and evaluate for appropriateness for PFS, including those measures that reduce the need for special education in short-, medium-, or long-term student achievement.

**Weaknesses:**

N/A

Reader's Score: 0

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**Status:** Submitted

**Last Updated:** 10/27/2016 04:54 PM