

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

Status: Submitted

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Technical Review Coversheet

Applicant: The Federation for Children With Special Needs, Inc. (U310A180070)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of Management Plan/Project Personnel		
1. Management/Personel	20	16
Adequacy of Resources		
1. Resources	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	0
Sub Total	100	66
Priority Questions		
Competitive Preference Priority 1		
Competitive Preference Priority 1a or 1b		
1. CPP 1(a) or CPP 1(b)	3	0
Sub Total	3	0
Competitive Preference Priority 2		
Competitive Preference Priority 2		
1. CPP 2	3	0
Sub Total	3	0
Total	106	66

Technical Review Form

Panel #1 - SFEC - 1: 84.310A

Reader #1: *****

Applicant: The Federation for Children With Special Needs, Inc. (U310A180070)

Questions

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers—

- (1) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
- (2) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.
- (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Strengths:

1. The applicant provides narrative to include a conceptual framework of the project. The logic model for the MA SFEC is aligned to the MASFEC Conceptual Framework and provides an illustration of how SFEC will achieve its outcomes. The logic model shows the Center goals describing what MA SFEC intends to achieve; the activities column shows how the SFEC will achieve the goals of the program. The conceptual framework represented in the logic model will guide SFEC staff and external evaluators in making decisions about the initiative, designing the evaluation methods, and analyzing formative and summative data. It will help SFEC remain focused on the tasks and implementation strategies (e41-e42).

2. The proposal reflects a comprehensive philosophy for advancing family engagement through systemic, cross cutting and sustained strategic approaches which fulfill the purposes of the Statewide Family Engagement Centers grant program. The applicant provides information on up-to-date research and practices the plan will apply. The project design calls for a statewide, comprehensive set of research-based approaches that address the need for a continuum of information, training, and technical assistance aimed at enhancing family engagement as well as opportunities to more intentionally engaged families in policy making and design of policies, protocols and programs with schools and districts. The new MA SFEC will promote high- impact cradle-to-career family, school and community engagement strategies that build the capacity of families and professionals to engage in effective partnerships (e12, 13). Research and best practices are clearly identified and dated (e13; e1).

3. The applicant indicates the lead partner for the MA SFEC will be FCSN. A parent-run, non- profit corporation, FCSN has successfully operated over one hundred state, federal and foundation grants and contracts consistent with its effort to provide information, resources, training and support to parents and their professional partners beyond federal funding. The applicant provides evidence of a well-researched plan to achieve the goals and objectives of the program. For example, the evaluation team will utilize other publicly available family engagement data sources such as LEA and parent group websites, LEA annual performance reports and applications for state and federal family/parent engagement funding. Data will inform decisions about sustainability - through analysis of which strategies led to the greatest outcomes, allowing the partners to determine which aspects of its services to sustain, improve, or eliminate (e24; e41).

Weaknesses:

1. No weaknesses noted.
2. No weaknesses noted.

3. No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of Management Plan/Project Personnel

1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

In addition, in determining the quality of the management plan and project personnel, the Secretary considers—

(1) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

(3) 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.

(4) The qualifications, including relevant training and experience, of key project personnel.

Strengths:

1. The applicant provides reliable evidence the program has in place components to insure diversity of perspectives. MASFEC products and practices and the approach proposed by the partners, insures attention is paid to cultural responsiveness, beginning with cultural, multi-lingual diversity represented within the staff, Advisory Committee, product reviewers, and translators (e2).

2. The applicant identifies the numerous partners the program has including Memorandums of Understanding and relevant responsibilities of each. The applicant provides an extensive list of renown partners with extensive experience dealing with the target population. The primary partners include MASFEC's collaborative partnership: The Federation for Children with Special Needs, MA Department of Elementary and Secondary Education, National Association for Family, School, and Community Engagement, Parents for Quality Education, Collaborative Parent Leadership Action Network. and English for New Bostonians) the Massachusetts' plan includes a statewide and local multi-directional approach in delivering the following objectives, activities and outcomes (e34-e36).

3. The applicant provides information as to how they will insure partnerships are valuable to the program and partners know specifically what is expected of them. For example, the applicant makes sure partners are aware of their role in the program. The project will execute a detailed, written agreement with each of the Consortium partners to ensure a clear understanding of deliverables and timelines. Project outcomes milestones are specific and identified within the evaluation plan (e23-e24).

4. The qualifications for the key staff are excellent in formal training and work experience in fields related to the objectives of the project and experience in designing, managing, or implementing similar projects to provide the needed leadership. For example, the qualifications and experience of the key staff are identified and documented in the application. The applicant provides narrative indicating the program employs staff with the required qualifications and experience to plan, organize and provide high quality comprehensive services to the target population. The agency requires a formal annual performance evaluation of all staff, e25. Through this process, professional development activities intended to advance the employment of staff members are identified. Key staff are clearly identified. For example, the Transitional Executive Director and Project Manager for the proposed project will provide general oversight, management and support for project activities and partners, e87. The individual served as a principal in Newton and Boston Public Schools for seventeen years. In Newton, the person directed a school change initiative that resulted in the

school community receiving the 2005 MA Exemplary Reading Program Award from the International Reading Association. The person has over 30 years' experience in all areas of education, including many years as a college instructor. Degree: Doctor of Education Program: Educational Administration (e24, e25, e26, e87)

Weaknesses:

1. No weaknesses noted.
2. No weaknesses noted.
3. The applicant does provide dates for the timelines of the project. No specific information is provided as to the actual dated schedule of activities. Milestones and dates for completion of objectives and goals are not included.
4. No weaknesses noted.

Reader's Score: 16

Selection Criteria - Adequacy of Resources

1. **The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers—**
 - (1) **The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.**
 - (2) **The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**
 - (3) **The extent to which the costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits.**

Strengths:

1. The applicant provides evidence of a strong commitment from the partners of the program by providing the Memorandum of Understanding from at least 20 partners. For example: "This Preliminary Memorandum of Understanding (MOU) sets forth the terms and understanding between the Federation and DESE to provide expertise, supports and services to the Massachusetts Statewide Family Engagement Center; Preliminary Memorandum of Understanding between Collaborative Parent Leadership Action Network, c/o Health Resources in Action and Federation for Children with Special Needs. This Preliminary Memorandum of Understanding sets forth the terms and understanding between the, c/o and the Federation for Children with Special Needs to provide expertise, supports, and services to the Massachusetts Statewide Family Engagement Center." (e59-e67).

2. The applicant provides a very detailed budget narrative showing the budget is reasonable, cost-effective and adequate to support the project. The applicant provides a well-documented budget narrative. The budget is well organized and adequate to support planned services and activities. Cost are reasonable in relation to the objectives and scope of the project. Expenditures and personnel responsible for the budget are clearly identified. e174, Budget Narrative. (e173-e174); (e178).

3. The applicant indicates the program is design to reach as many members of the target population as possible. The applicant and the partners of the program will be serving a very large area and a large target population. From the over-all information provided by the application as a whole it can be surmised a considerable target population will benefit from the

program. For example, one of the partners, Parent Institute for Quality Education, has delivered its Signature Nine-Week Parent Engagement in Education program and other programs to public K-12 schools to over 680,000 families and impacted the academic careers of over 2.7-million students. The budget is adequate considering the number of persons impacted. (e49)

Weaknesses:

1. No weaknesses noted.
2. No weaknesses noted.
3. No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. **The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers:**
 - (1) **The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**
 - (2) **The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**
 - (3) **The extent to which the methods of evaluation will, if well implemented, produce promising evidence (as defined in 34 CFR 77.1(c)) about the project's effectiveness.**

Strengths:

Does not apply.

Weaknesses:

Does not apply.

Reader's Score: 0

Priority Questions

Competitive Preference Priority 1 - Competitive Preference Priority 1a or 1b

1. **The Secretary gives priority to projects that are designed to--**
 - (a) **Create SFECs that will provide direct services to parents and families through evidence-based (as defined in the notice inviting applications, NIA) activities.**
 - (b) **Provide families with evidence-based (as defined in the NIA) strategies for promoting literacy. This may include providing families with access to books or other physical or digital materials or content about how to support their child's reading development, or providing family literacy activities (as defined in section 203(9) of the Workforce Innovation and Opportunity Act).**

Note: An application will not receive points for both (a) and (b) under Competitive Preference Priority 1.

Strengths:

Does not apply.

Weaknesses:

Does not apply.

Reader's Score: 0

Competitive Preference Priority 2 - Competitive Preference Priority 2

1. The Secretary gives priority to projects that are designed to provide families with the information and tools they need to make important decisions regarding the educational choice (as defined in the NIA) that is most appropriate for their children.

Strengths:

No strengths noted.

Weaknesses:

The applicant does not indicate it plans to address CCP 2.

Reader's Score: 0

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Technical Review Coversheet

Applicant: The Federation for Children With Special Needs, Inc. (U310A180070)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	0
Quality of Management Plan/Project Personnel		
1. Management/Personel	20	0
Adequacy of Resources		
1. Resources	20	0
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	30
Priority Questions		
Competitive Preference Priority 1		
Competitive Preference Priority 1a or 1b		
1. CPP 1(a) or CPP 1(b)	3	0
Sub Total	3	0
Competitive Preference Priority 2		
Competitive Preference Priority 2		
1. CPP 2	3	0
Sub Total	3	0
Total	106	30

Technical Review Form

Panel #1 - SFEC - 1: 84.310A

Reader #2: *****

Applicant: The Federation for Children With Special Needs, Inc. (U310A180070)

Questions

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers—
 - (1) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
 - (2) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.
 - (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Strengths:

n/a

Weaknesses:

n/a

Reader's Score: 0

Selection Criteria - Quality of Management Plan/Project Personnel

1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, in determining the quality of the management plan and project personnel, the Secretary considers—
 - (1) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.
 - (2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.
 - (3) 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.
 - (4) The qualifications, including relevant training and experience, of key project personnel.

Strengths:

n/a

Weaknesses:

n/a

Reader's Score: 0

Selection Criteria - Adequacy of Resources

1. The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers—

- (1) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.**
- (2) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**
- (3) The extent to which the costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits.**

Strengths:

n/a

Weaknesses:

n/a

Reader's Score: 0

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers:

- (1) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**
- (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**
- (3) The extent to which the methods of evaluation will, if well implemented, produce promising evidence (as defined in 34 CFR 77.1(c)) about the project's effectiveness.**

Strengths:

(1) The applicants have developed a comprehensive evaluation plan that will use objective performance measures that are clearly related to the intended outcomes of the project. WestEd, led by two individuals with extensive relevant experience, will serve as the external evaluators for the MA SFEC (e36-e38). The applicants plan to utilize an array of data collection instruments (i.e., a rubric to review tools, templates, and trainings; rapid feedback surveys; in-depth online surveys; follow-up interviews; field-visit guides; case studies; web statistics and tracking; and other publicly available data) that will yield rich qualitative and quantitative data (e51-e54), and the evaluators will take care in collecting qualitative and quantitative data that complement each other (e52-e53). Additionally, the evaluation logic model details project activities (e.g., knowledge development), outputs (e.g., surveys), immediate outcomes (e.g., the usefulness of products and services) and related measurement tools (e.g., initial interviews with audience), short-term objectives (e.g., LEA and parent understanding of evidence-based family engagement practices) and related measurement tools (e.g., follow-up interviews and site visits), and long-term objectives (e.g., LEAs will have high family engagement) and related

measurement tools (e.g., number of teachers showing high competency for engaging families) (e85).

(2) The methods of evaluation will provide extensive performance feedback and permit regular assessments of progress toward achieving intended outcomes. The evaluation team will conduct surveys immediately following project activities when participants' feedback is fresh in their minds (e52). They also intend to review project materials and provide feedback to the SFEC staff so that they can make any needed adjustments (e52). The evaluators plan to meet with the leadership team regularly (i.e., monthly) so that evaluation data can be made available for continuous project improvement and to assess progress toward achieving project outcomes (e55). Additionally, evaluators will quarterly and annually provide analyses of data that demonstrate progress toward outcome goals (e56).

(3) The applicant plans to collect the same kinds of data across different stakeholder groups and subgroups such that comparisons can be made (e54). For example, they will analyze survey items that are asked of different populations (e.g., parents and teachers) (e54). If implemented well, these approaches can produce promising evidence about the project's effectiveness.

Weaknesses:

- (1) No weaknesses were found.
- (2) No weaknesses were found.
- (3) No weaknesses were found.

Reader's Score: 30

Priority Questions

Competitive Preference Priority 1 - Competitive Preference Priority 1a or 1b

1. The Secretary gives priority to projects that are designed to--

- (a) Create SFECs that will provide direct services to parents and families through evidence-based (as defined in the notice inviting applications, NIA) activities.**
- (b) Provide families with evidence-based (as defined in the NIA) strategies for promoting literacy. This may include providing families with access to books or other physical or digital materials or content about how to support their child's reading development, or providing family literacy activities (as defined in section 203(9) of the Workforce Innovation and Opportunity Act).**

Note: An application will not receive points for both (a) and (b) under Competitive Preference Priority 1.

Strengths:

n/a

Weaknesses:

The applicants did not apply for Competitive Preference 1 (a) or 1 (b).

Reader's Score: 0

Competitive Preference Priority 2 - Competitive Preference Priority 2

1. The Secretary gives priority to projects that are designed to provide families with the information and tools they need to make important decisions regarding the educational choice (as defined in the NIA) that is most appropriate for their children.

Strengths:

n/a

Weaknesses:

n/a

Reader's Score: **0**

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Technical Review Coversheet

Applicant: The Federation for Children With Special Needs, Inc. (U310A180070)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of Management Plan/Project Personnel		
1. Management/Personel	20	17
Adequacy of Resources		
1. Resources	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	0
Sub Total	100	67
Priority Questions		
Competitive Preference Priority 1		
Competitive Preference Priority 1a or 1b		
1. CPP 1(a) or CPP 1(b)	3	0
Sub Total	3	0
Competitive Preference Priority 2		
Competitive Preference Priority 2		
1. CPP 2	3	0
Sub Total	3	0
Total	106	67

Technical Review Form

Panel #1 - SFEC - 1: 84.310A

Reader #3: *****

Applicant: The Federation for Children With Special Needs, Inc. (U310A180070)

Questions

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers—

- (1) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
- (2) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.
- (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Strengths:

1. The applicant describes a conceptual framework underlying the project. The proposed project relies on the Dual Capacity- Building Framework for Family-School Partnerships, a research-based framework that identifies several key conditions essential to the design of effective, high-impact activities and initiatives for building the capacity of families (e15). The logic model is aligned to the Conceptual Framework and provides details on how the project will achieve its outcomes and, through this achievement, demonstrate the impact of its services (e84).

The applicant and lead agency, the Federation for Children with Special Needs (FCSN), also plans the development and implementation of additional frameworks in collaboration with a consortium of best-practice national, state and local family engagement organizations (e15). For example, the Massachusetts' pre-natal-to-grade 12 family engagement framework will provide a guiding document for the project (e46) and the pre-service family engagement framework will inform Massachusetts (MA) pre-service educator and administrator standards and educator quality evaluation systems, leading to the development of resources to support the pre-service family engagement framework (e19).

2. Services to be provided by the proposed project will thoroughly reflect up-to-date knowledge from research and effective practices. For example, the project design relies on research-based practices and approaches that meet the diverse needs of students and families, intentionally targeting the delivery of services to educationally and economically disadvantaged families in rural and urban communities. Underlying the goals are fundamental values and principles that are part of FCSN's and the partners' mission, to guide all project work, and are reflected in the research literature as essential for empowering parents and facilitating partnerships (e16). As part of the project's collaboration with the National Association for Family, School, and Community Engagement (NAFSCE), 2019-2020 Reframing the Family Engagement Conversation National Communications Campaign, project partners and one Advisory Committee member will be trained in research-based strategic messaging around family engagement and will integrate strategic family engagement messaging into their work (e19). The project will produce "Family FACTS" that will feature timely, practical research-based tips for how parents can support their children's developmental and academic success and progress in school (e22). Graduate Student Interns will assist the project with research, development of materials, data collection and evaluation activities. Two interns will be recruited per semester. The project has a strong relationship with Boston University & Lesley University who are represented on the project's Advisory Committee (e42).

3. The applicant provides details about ways in which the project will build capacity and yield results that will extend beyond the period of Federal financial assistance. The project lead, FCSN, will partner with the Massachusetts Dept. of Elementary and Secondary Education (DESE) to develop and implement statewide policies, initiatives, and activities to

create sustained capacity-building opportunities for the field & promote local opportunity conditions for effective, culturally responsive, high-impact family engagement that supports child development, student achievement and school improvement. For example, The DESE will partner with the Parent Institute for Quality Education (PIQE) implement a pilot family engagement program that is a collaborative effort between the 21st Century Community Learning Centers (21CCLC) Grant Program (Title IVB of ESSA), the Office of Language Acquisition (OLA), the Office of Special Education Policy and Planning (SEPP), and Adult and Community Education Learning Services (ACLS). The pilot will focus on building capacity using a coaching model at the state, local and community level and will provide direct services that includes a 9-week family engagement in education program that will be conducted in the native language of the families in the pilot districts, a K-3 early literacy nine-week program, teacher professional development workshops, the adult education two generation model as well as address the need to build capacity and demonstrate long-term sustainability (e47). The project's Logic Model includes long term outputs focused on sustainability (e84). The project's proposed Evaluation plan includes a focus on sustainability. Summative data on the impact of the project on statewide, or targeted schools and districts/local educational agencies (LEA), family engagement and measures of effectiveness reaching SFEC goals of improving LEA capacity to continue improving family engagement (sustainability) will be provided (e50). Quarterly, the evaluator will present brief data summaries and make recommendations for improvement. Data will inform decisions about sustainability - through analysis of which strategies led to the greatest outcomes, allowing the partners to determine which aspects of its services to sustain, improve, or eliminate (e56).

Weaknesses:

1. No weaknesses were found.
2. No weaknesses were found.
3. No weaknesses were found.

Reader's Score: 30

Selection Criteria - Quality of Management Plan/Project Personnel

1. **The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, in determining the quality of the management plan and project personnel, the Secretary considers—**
 - (1) **How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**
 - (2) **The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.**
 - (3) **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.**
 - (4) **The qualifications, including relevant training and experience, of key project personnel.**

Strengths:

1. The applicant provides clear evidence that they will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. The project will establish an

Advisory Committee that will encompass a full range of community partners, including parents, students, researchers, early childhood organizations, schools, businesses, faith-based organizations, and representatives of state agencies, such as the Massachusetts Dept. of Elementary and Secondary Education (DESE), Department of Early Education and Care (EEC), Department of Public Health (DPH) and Department of Children and Families (DCF). The Advisory Committee will be comprised of up to 18 members from early childhood organizations, schools, constituent groups and state agency staff and will be established within the first 3 months of the project. This diverse membership will enhance the quality of the project's proposed services and support its sustained impact. The Committee will meet quarterly each year (e19-e20). The applicant has provided letters from 18 individuals representing a diverse group of parents, teachers, business leaders, researchers and others confirming their commitment to serve on the Advisory Committee (e133-e152).

2. The applicant effectively indicates that the proposed project will involve the collaboration of all partners to maximize the effectiveness of project services through a variety of methods. For example, the project will utilize a collaborative team approach with all project partners in all project activities (e39). There will be regularly scheduled monthly Leadership Team meetings (in-person and online) with all partnering agencies' Team Leaders and FCSN project staff during which updates, monthly goals and objectives, plans for next steps, problem-solving strategies related to the implementation of project activities, and evaluation results will be reviewed and discussed (e39). The proposed project partners will collaborate to execute several noteworthy activities. For example, using community-based and faith-based organizations for dissemination and Public Service Announcements (PSAs) to provide broad dissemination (e22-e23), creation of "Parents as Partners" fellowship program (e26), a plan to address the technology gap (e17), and a strong focus on provision of an English for Speakers of Other Languages (ESOL) program for parents and caregivers (e26).

3. The proposed management plan (e18-e34) is adequate to achieve the objectives of the proposed project on time and within budget. In particular, the experience of the FCSN gained by serving as the MA PIRC under No Child Left Behind will be particularly useful in maximizing project objectives and ensuring activities are completed in a timely fashion (e43).

4. The FCSN and its proposed project partners offer a diverse, highly qualified and experienced staff to implement the work of the project. The qualifications, including relevant training and experience, of key project personnel, will ensure adequate project supervision (e40-42). For example, key project personnel have been selected to ensure that the project staff will reflect the state's cultural diversity and will include outreach specialists focused on Vietnamese families, Portuguese-speaking families, Chinese families and rural families (e41-e42). The project will also benefit from the experience of FCSN staff gained by functioning as the state's PIRC from 1999 to 2012 (e43).

Weaknesses:

1. No weaknesses found.

2. No weaknesses found.

3. The proposed management plan does not present clear and specific timelines and milestones for accomplishing project tasks (e18-e34). The applicant states that "Project timelines and milestones have been established and will be closely observed (e39)"

However, those timelines and milestones are not presented in the application. For example, the plan should include specific milestones to be achieved within each of the five years of the project. Without clearly defined timelines and milestones, it could be difficult to ensure timely project completion.

4. No weaknesses found.

Reader's Score: 17

Selection Criteria - Adequacy of Resources

1. The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers—

- (1) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.
- (2) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.
- (3) The extent to which the costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits.

Strengths:

1. The applicant provides convincing evidence regarding the commitment of each partner in the proposed project. All project partners have committed to support the project if funded and participate in all facets of the project. The project will benefit from FCSN's experience functioning as the state's PIRC from 1999-2012 (e43). During its time as the statewide PIRC, FCSN accomplished its mission by building the capacities of parents, families, schools and school districts in both rural and urban areas statewide to advance children's school readiness and students' academic achievement through increased parental participation and greater use of ESEA provisions and options (343). The DESE has made a strong commitment to the project through a series of activities (e45-e48). For example, the DESE has created a cross-secretariat team to develop a Pre-natal-to-Grade Twelve family engagement framework (e46). An internal family engagement workgroup is finalizing a common definition of family engagement (e46) and will pilot the research-based Parent Institute for Quality Education's curriculum. The pilot will focus on building capacity using a coaching model at the state, local and community level and will provide direct services that include a 9-week family engagement in education program that will be conducted in the native language of the families in the pilot districts, a K-3 literacy nine-week program, teacher professional development workshops, the adult education two generation model as well as address the need to build capacity and demonstrate long-term sustainability (e47).

2. The project costs appear reasonable for the objectives planned. In fact, the project design includes activities and deliverables that are extremely ambitious (e18-e34). The project will provide both a comprehensive statewide and local approach. The Leadership Team will closely observe project timelines and oversight by FCSN's senior administrative staff, including the Director of Finance, will ensure appropriate levels of spending. The evaluation plan logic model also includes cost effectiveness (e85).

3. The project costs appear reasonable in relation to the number of persons to be served and the anticipated results and benefits. The budget narrative provides extensive details regarding planned expenditures for each aspect of FCSN (e174-e177). Each project partner also provides a detailed budget (e178-e188). The evaluation plan will measure project impact via a number of metrics including the numbers of parents participating in SFEC activities using school report cards, numbers of parents trained and reporting use of high impact activities to improve student achievement, number of parents who report enhanced capacity to work with schools effectively, number of teachers showing high competency for engaging families (e85).

Weaknesses:

1. No weaknesses found.
2. No weaknesses found.
3. No weaknesses found.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers:

(1) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(3) The extent to which the methods of evaluation will, if well implemented, produce promising evidence (as defined in 34 CFR 77.1(c)) about the project's effectiveness.

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

Priority Questions

Competitive Preference Priority 1 - Competitive Preference Priority 1a or 1b

1. The Secretary gives priority to projects that are designed to--

(a) Create SFECs that will provide direct services to parents and families through evidence-based (as defined in the notice inviting applications, NIA) activities.

(b) Provide families with evidence-based (as defined in the NIA) strategies for promoting literacy. This may include providing families with access to books or other physical or digital materials or content about how to support their child's reading development, or providing family literacy activities (as defined in section 203(9) of the Workforce Innovation and Opportunity Act).

Note: An application will not receive points for both (a) and (b) under Competitive Preference Priority 1.

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 0

Competitive Preference Priority 2 - Competitive Preference Priority 2

1. The Secretary gives priority to projects that are designed to provide families with the information and tools they need to make important decisions regarding the educational choice (as defined in the NIA) that is most appropriate for their children.

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: **0**

Status: Submitted

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