

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

Status: Submitted

Last Updated: 10/28/2016 04:24 PM

Technical Review Coversheet

Applicant: The Legacy Charter School (S419C170021)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	10	10
Sub Total	10	10
Quality of the Preschool Program Design		
Quality of the Preschool Program Design		
1. Quality of Program Design	25	21
Sub Total	25	21
Preschool PFS Partnership		
Preschool PFS Partnership		
1. Preschool PFS Partnership	25	22
Sub Total	25	22
Quality of the Work Plan		
Quality of the Work Plan		
1. Quality of the Work Plan	25	22
Sub Total	25	22
Quality of the Project Leadership and Team		
Quality of the Project Leadership and Team		
1. Quality of Leadership	5	3
Sub Total	5	3
Budget Narrative		
Budget Narrative		
1. Budget Narrative	10	8
Sub Total	10	8
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. Competitive Priority	5	2
Sub Total	5	2
Absolute Priority – Feasibility Study		
Absolute Priority – Feasibility Study		
1. Absolute Priority	0	0

	Sub Total	0	0
Absolute Priority – Feasibility Study			
Absolute Priority – Feasibility Study			
1. Absolute Priority		0	0
	Sub Total	0	0
	Total	105	88

Technical Review Form

Panel #20 - PFS Panel - 20: 84.419C

Reader #1: *****

Applicant: The Legacy Charter School (S419C170021)

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 proposed program will serve the same or very similar population as the applicant K-12 charter school. Over half of the students live below the poverty level and all receive free lunch. The vast majority (88.5%) are eligible for Medicaid, Supplemental Nutrition Assistance Program (SNAP), or Temporary Assistance for Needy Families (TANF) benefits, or were homeless, in foster care, or were migrant students. Just over 13% were students with special needs, and many were English Language Learners (ELLs). The high school dropout rate in the county was 54%. Only seven per cent would attend college, and only three per cent would graduate. Legacy Charter School serves a neighborhood whose per capita income is lower than that found in 98.9% of America's neighborhoods. Community members have a one in 12 chance of being a victim of violent crime. Most of Legacy's students are from single parent homes in which the parent often works two to three jobs. Sixty-five percent of Legacy kindergartners enter school already behind grade level. Clearly, a strength of this program is that it would serve a very high need population. Adding a preschool component to the existing K-12 program has the potential of increasing academic achievement of this population.

Weaknesses:

There were no apparent weaknesses.

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:

A strength of this program is the previous success of Legacy Charter School in serving this high need population. At the end of last year, 41% of their students were reading at or above grade level and continued to close the gap as they progressed through school. One hundred percent of their graduating students were accepted at two or four year college programs.

The school uses the Every Child Ready model, which includes a comprehensive academic program, differentiated instruction, and a strong nutrition and physical education program. The applicant plans to use this model for the proposed preschool program. Specific strategies are embedded in the curriculum to address the needs of second and low language learners. The proposal states that the curriculum is aligned with the Department of Education's standards of high-quality preschools. The program includes "high quality" professional development that uses a tool for process monitoring and continuous quality improvement cycles; the "Quality Indicator Observation Tool" is aligned to the Classroom Assessment Scoring System (CLASS), Early Language and Literacy Observation (ELLCO), and Sheltered Instruction Observation Protocol (SIOP). The QI tool includes assessments for math and literacy to be used three times/year. Teacher qualifications are commensurate with high quality preschool programs, and child: staff ratios of no more than 10:1 are adequate.

The model requires developmental screening and support services for all children, including social worker supports and differentiated instruction.

The proposal states that the Every Child Ready model exceeds South Carolina's Child Development Education Program quality standards and meets all 10 of National Institute of Early Education Research's (NIEER) recommended quality standards; NIEER's quality standards are research-based.

The proposed program would meet professionally-recognized standards for high quality early childhood education and would meet the physical and nutritional needs of children living in a very high poverty neighborhood.

The children who participated in the pilot program of Every Child Ready recognized 25% more letters in kindergarten and have better oral reading fluency in first grade than non-program peers. They are stronger readers by second grade (70% higher). Additional positive impacts on components of school readiness and later achievement were documented in evaluation research; these evaluation data are a strength of the proposal.

There is a family involvement component that includes a media center to provide internet access and adult education classes; this resource for program parents is a strength of the proposal.

The model appears to be comprehensive and well-designed to meet the varying needs of children at high risk of school failure.

The applicant proposes child outcomes that include kindergarten readiness as measured by the Greenville kindergarten readiness assessment, "Profile of the Ready Kindergartner." This measure was developed by First Steps, the state's comprehensive early childhood initiative, supported by state and county offices. The project plans to improve outcomes in the cognitive, social, emotional, language, vocabulary, and pre-literacy skills of three and four year olds. They will use commonly-used measures such as the Ages and Stages Questionnaire (ASQ), the Ages and Stages Questionnaire—Social, Emotional (ASQ-SE), and the Peabody Picture Vocabulary Test (PPVT). The comprehensiveness of this model, the evaluation data presented, and the history of the applicant are strengths of the proposal.

Weaknesses:

Though the applicant will provide "high quality" professional development for all staff, they do not describe the content, dosage, frequency, or strategy for delivering professional development. It is therefore not possible to evaluate the quality or intensity of the proposed professional development.

The child to staff ratio is adequate but could be improved, especially for a population this high risk. The applicant says that the ratio can range from 5:1 to 10:1 but does not describe the circumstances or frequency of changing the ratio.

Though the applicant says that they provide support services and differentiated instruction for children with special needs, they do not describe how they would use their math and literacy assessments to design differentiated instruction or to alter the intensity of instruction based. The lack of a clear link between assessment and instructional design is a weakness of the program.

Though the applicant did not include reliability and validity information for their kindergarten readiness measure, they also use commonly-used measures that are known to be valid and reliable measures.

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:

Legacy partners include Greenville Hospital Systems and Furman University; the partners have extensive experience in early childhood and PFS research/programs. They conducted research with Furman on physical fitness and Greenville Hospital Systems provided support for children with obesity. This experience is a significant strength of the proposal.

The proposal also includes "other engaged philanthropic and civic organizations as partners. They have received funding from local foundations in the past. The proposal also lists the evaluator and contractor as partners. The listed requirements of the evaluator include early childhood education research. The proposed contractor has experience in both early childhood education and Pay for Success (PFS) projects.

The independent evaluator will be brought in as a partner early in the project. The evaluator will work on methods for outcomes, referrals, data tracking, and other components that could lead to a "rigorous evaluation model" for the feasibility study." The early inclusion of an evaluator is a strength of this project.

Weaknesses:

Though Greenville Hospital Systems and Furman University would bring considerable technical expertise to the partnership, there is a lack of specificity about additional partners. The partnership of "other engaged philanthropic and civic organizations" is impossible to evaluate with the information provided.

Reader's Score: 14

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:

Legacy plans to hire an Evaluator early in the design process; this decision reflects an understanding of the importance of the role of evaluator in such a project. Though the evaluator has not been chosen, the criteria for evaluator expertise has been well considered and the role described.

The project plans to collaborate with the Institute for Child Success (ICS), which has extensive experience advancing PFS financing for early childhood programs. The Institute has conducted feasibility studies for six programs, including a Nurse-Family Partnership in the same county as Legacy, and has agreements to conduct another cohort of four programs for technical assistance. If this partnership succeeds, this would be a major strength of the proposal.

If the partnership with ICS fails, Legacy will seek a commensurate organization with experience in PFS funding and early childhood.

The work plan delineates the roles and responsibilities of proposed members of the partnership. Importantly, it

Sub Question

outlines the following steps for identification of outcomes: 1) review Every Child Ready and similar program evaluation research; 2) review experience and data from local implementations of similar programs; 3) determine most appropriate outcomes for PFS, considering short, medium, and long-range outcomes (social-emotional outcomes included; 4) consult with leading early childhood researchers and experts. This plan for determining appropriate outcomes is appropriate and comprehensive.

Additionally, the proposal includes a community needs assessment, including provider capacity to expand, determine data management capability, and interest in expansion. The needs assessment would be conducted by ICS. The needs assessment is a very important step; a particular strength of this proposal is its inclusion of data management capability in the needs assessment model.

The proposal would also include a plan to identify challenges for serving a particular population and determination of the total costs associated with lack of intervention, including a cost estimate for scale up and barriers to PFS funding.

The roles of Legacy personnel include the Associate Executive Director of Legacy Charter Schools and would be the Project Champion, responsible for overseeing the implementation of project progress measures and milestones. The Director of Campus Technology would supervise technology infrastructure and data management, and the Controller for Legacy would manage financial aspects of the project.

The work plan delineates roles and responsibilities of partners and are adequate to complete the proposed plan. The roles and responsibilities of proposed members are a strength of the proposal.

Weaknesses:

Though other roles were described, there is no detail about the payor. This is a key role in a PFS proposal, and therefore the lack of information is a weakness of the proposal.

Reader's Score: 8

Quality of the Work Plan - Quality of the Work Plan

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: 22

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 contractor has been identified and negotiations are in process for completing the agreement. The responsibilities are clearly outlined; e.g., procurement, identification of outcomes, interventions, and challenges, assessments of community needs and assets, projection of the potential public value, willingness of stakeholders, developing an evaluation strategy, and sharing findings and next steps. Each task has a timeline, procedures, and assigned agency responsible. This specificity is a strength of the project.

If the negotiation to partner with ICS fails, the applicant will proceed to find another contractor with comparable experience.

Sub Question

Weaknesses:

Procurement milestones are not included; it is not clear when the evaluator and contractor would be hired. Though the stated timeline of the work plan is from January 2017 to June, 2018, the work plan does not list any activities prior to July 1, 2017 and no activities beyond December 31, 2018.

The evaluator has not been chosen. Developing an evaluation strategy is one of the later tasks in the work plan; the narrative includes participation of the evaluator early in the process, however this development process is not included in the work plan.

Procurement milestones are not included; it is not clear when the evaluator and contractor would be hired.

The first milestone for the evaluator is very late in the project; this does not match the narrative, which proposes evaluator input throughout the project's development.

The extent of the negotiation to partner with ICS is not clear in the proposal. The proposal states that: "We are initiating a sole source procurement process with the Institute for Child Success (ICS). If that process is completed as intended, ICS staff will conduct much of the feasibility study work; if not, Legacy Charter School will proceed with other procurement procedures to secure assistance from an organization with comparable experience in both PFS financing and early childhood systems." How the applicant would find another contractor is not documented. This constitutes a weakness of this proposal.

Reader's Score: 9

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 contractor will conduct at least two to three in-person visits with the Legacy Charter School team, community members, potential funders, and the broader state charter school community. The three phases of these visits include the beginning of the feasibility study, during the development of the expansion plan, and at the end of the study to share a draft final report and to incorporate stakeholder feedback into that report. The scheduling and frequency of these visits is appropriate and sufficient.

Reduction in special education placement is not included in this proposal; however they nonetheless plan to include members of the special education community in their discussions.

Plans for stakeholder involvement appear to be sufficient and to include appropriate constituents.

Weaknesses:

There are 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:

Three staff members of Legacy Charter School will each provide .10 FTE to the project; the Associate Executive Director, the Director of Campus Technology, and the Controller. The Associate Executive Director will be the "champion" of the project, the Director of Campus Technology will be the data manager, and the controller will oversee financial aspects of the project. This team would provide liaison with the contractor for three major components of the project, i.e., administration, data management, and finances. The time commitment of .10 FTE appears to be sufficient to achieve project goals in a timely manner.

Sub Question

ICS is the proposed contractor for the study; Legacy determined costs and scope of their responsibilities through conversations with other vendors who have experience with this kind of work. The budgeted costs for the contractor and the evaluator appear to be commensurate with their proposed responsibilities and would allow sufficient time to meet the objectives of the proposed project.

Weaknesses:

There are no apparent weaknesses

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: 3

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 Associate Executive Director has experience coaching the leadership of Legacy Charter Schools administrators. Legacy itself has had significant success developing a program that documented student gains; 100% of its graduates were accepted at two or four year colleges, an accomplishment in a high-poverty area. One of the Legacy charter schools is a K-5 school, but no early childhood expertise of the director was listed. The proposed contractor, ICS, has both early childhood education and extensive PFS experience. The requirements for a proposed evaluator are appropriate for the project and include experience with early childhood education research.

Weaknesses:

The Associate Executive Director does not have preschool experience.

Reader's Score: 2

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

Strengths:

Strengths:

The controller of Legacy Charter Schools is an experienced financial manager, though her experience managing federal grants is not clear. ICS, the proposed contractor, has extensive experience with managing federal grants.

Sub Question

Weaknesses:

The experience of the Legacy leadership team with managing federal grants is unclear; they do not list specific experience.

Reader's Score: 1

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:

No outside funding beyond the PFS grant will be sought. Allocated resources appear to be adequate for the leadership team at Legacy Charter, the contractor, and the evaluator. Legacy consulted with experienced contractors and evaluators to determine appropriate budget allocations for these roles.

The budget allowed for conferences and meetings for Legacy leadership to learn more about Pay for Success; this is a strength of the proposal.

Weaknesses:

The project has rejected funds from the State Child Development Education Program because of philosophical differences in educating "Dual Language Learners" (DLLs). The wording of their rationale, however, is unclear, making it difficult to evaluate the appropriateness of the decision to put aside significant funding for their program.

The proposed purchase of Appletree software would be disallowed as it would be part of operating expenses; this would also significantly lower the allocation for indirect costs.

Reader's Score: 8

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:

Social and emotional components were included in the curriculum.

This proposal will include social and emotional outcome measures and their relationship to future school success and other benefits.

Weaknesses:

Social and emotional components were included in the curriculum but were inadequately described.

The relationship between social and emotional outcomes and cost savings and cost avoidance was unclear.

The ASQ would be used to measure social and emotional measures; however reliability and validity information was not included for this measure.

Reader's Score: 2

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 clearly documents need and a comprehensive preschool program. Outcome measures include both social/emotional measures, an ongoing classroom quality improvement system, and assessment of literacy, math, and other kindergarten readiness skills. The program also plans to link early childhood achievement and social and cost benefits to the community.

Weaknesses:

There are no apparent weaknesses.

Reader's Score: 0

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Status: Submitted

Last Updated: 10/27/2016 12:19 PM

Technical Review Coversheet

Applicant: The Legacy Charter School (S419C170021)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	10	9
Sub Total	10	9
Quality of the Preschool Program Design		
Quality of the Preschool Program Design		
1. Quality of Program Design	25	20
Sub Total	25	20
Preschool PFS Partnership		
Preschool PFS Partnership		
1. Preschool PFS Partnership	25	22
Sub Total	25	22
Quality of the Work Plan		
Quality of the Work Plan		
1. Quality of the Work Plan	25	21
Sub Total	25	21
Quality of the Project Leadership and Team		
Quality of the Project Leadership and Team		
1. Quality of Leadership	5	3
Sub Total	5	3
Budget Narrative		
Budget Narrative		
1. Budget Narrative	10	7
Sub Total	10	7
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. Competitive Priority	5	2
Sub Total	5	2
Absolute Priority – Feasibility Study		
Absolute Priority – Feasibility Study		
1. Absolute Priority	0	0

	Sub Total	0	0
Absolute Priority – Feasibility Study			
Absolute Priority – Feasibility Study			
1. Absolute Priority		0	0
	Sub Total	0	0
	Total	105	84

Technical Review Form

Panel #20 - PFS Panel - 20: 84.419C

Reader #2: *****

Applicant: The Legacy Charter School (S419C170021)

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:

- Data which describe the demographics of the community and county which includes socioeconomic status – high levels of poverty and multi-generational poverty, low academic achievement, low graduation rates.
- Data include county preschool enrollment gap of 4900 children.
- Identifies the need for public 3-year old preschool programs, which are not currently offered in the county.
- Data and description of the area where the preschool program will be located known as the Legacy Zone, demonstrating low kindergarten readiness at the charter school.

Weaknesses:

- Specific data on the anticipated children who will enter the program beyond the K-12 school population is not described in detail.

Reader's Score: 9

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 Every Child Ready model for developing a quality preschool program has been researched and chosen. The evidence base behind the program is discussed throughout the preschool program design. Evidence of achievement data extends into the elementary years.
- The chosen curriculum is linked to the state core standards, and is designed to support 3- and 4-year old children with

similar demographics as the targeted community.

- Professional development is tied to classroom environment and observation data by administrators of the teachers to determine the training needs.
- Assessment tools measuring classroom quality, instruction quality, differentiation, and student progress in math and literacy skills conducted three times each year.
- Additional assessments have been added to measure outcomes (ASQ, ASQ-SE, and PPVT).
- Children with disabilities and other identified risk factors will be included and accommodated in the preschool program as an added part to the continuum of the current K-12 school program.
- The proposed program includes added quality standards that would exceed the current state preschool standards, including universal developmental screening, referral services, meals and snacks, and site monitoring.
- The school has committed to adding the preschool program as part of the existing nutrition and physical education program currently utilized in the school's K-12 system.

Weaknesses:

- The description of the professional development model is lacking specificity of who will develop and conduct the trainings, and the amount of time that will be required/expected for teachers to be engaged in professional development across the school year.
- The description of the teacher qualifications is in general terms, rather than what this program will require.
- Child to teacher ratios are not specific to this program, but rather description is what the AppleTree "encourages" operators to use for ratios.
- Specific types of supports that will be offered to children with disabilities and other risk factors are not described. The statements are more general of what the AppleTree program expects. Connections to the IDEA child find, referral, evaluation and services are not discussed in the proposal.

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: 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.**

Sub Question

Strengths:

- The proposal builds the Preschool PFS Partnership from the school's existing partnerships (hospital, IHE, civic and philanthropic organizations), and expands that group of partners to include an IHE with PFS research and feasibility study experience, and an independent evaluator.
- The independent evaluator will be a key partner in the early stages of the feasibility study. A list of expected expertise is included and will be used in the search for the evaluator.
- Existing plan includes strategies to educate and bring potential investors and payors into the project.

Weaknesses:

- The partnership with the "other philanthropic and civic organizations" is not fully described in a way to understand their role within the partnership.

Reader's Score: 14

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:

- Roles for each key partner are outlined, with details about their experience/expertise that will be brought to the partnership.
- Roles include the independent evaluator, executive director of the charter school, project data manager, controller to manage finances, a project champion to oversee the project and bring people to the table for discussions around preschool and PFS.

Weaknesses:

- A government entity that will potentially be the payor, or the specifics of how the payor will be determined is not detailed.

Reader's Score: 8

Quality of the Work Plan - Quality of the Work Plan

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: 21

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**

Sub Question

selecting and hiring the contractor is reasonable and sufficient for completing the project on time and within budget.

Strengths:

- The proposal details a plan for the feasibility study, which includes the process and timeline for procuring the contractor who will conduct the study. A backup plan is also included in the event the procurement process.
- The duties of the contractor are clearly defined, and includes all of the key functions of a feasibility study as defined and required by this funding source.
- The plan includes a time load chart which summarizes the narrative detail for each step in the process. The plan is reasonably calculated to complete on time and within budget.

Weaknesses:

- The timeline chart has a seven month gap from start date of January 2017, and the first activity of procuring the contractor in July 2017. There is no explanation for the delay.
- The timeline chart indicates the project will run January 2017 through June 2018, yet the timeline outlines activities through December 2018. There is no explanation for the misalignment in the scope of work.
- The timeline is unclear as to what point in the project the independent evaluator will be hired.

Reader's Score: 9

- 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:

- A plan has been developed to ensure that stakeholders are brought into the PFS feasibility study process in three phases. The process includes site visits to introduce stakeholders to PFS, consulting with stakeholders during the study phase, and through input and feedback prior to the final report on feasibility of the project.
- The evaluator and contracted intermediary will be a key members of the stakeholder group.

Weaknesses:

None

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:

- Combination of staff members and other stakeholders are identified as sharing the work to meet the objectives of the project.
- The time allocated for the contractor is feasible to complete the project on time and within budget

Sub Question

- The school team will work as liaisons with the contractor throughout the feasibility study.

Weaknesses:

- The plan and specific time allocated to specific people/roles is lacking detail enough to clearly understand if the commitments are adequate to meet the objectives.

Reader's Score: 2

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: 3

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:

- Both the IHE and proposed contractor who will conduct the feasibility study have experience in PFS studies, and working to structure PFS deals. The proposal demonstrates these key team members have specific expertise in the area of PFS.
- The executive director of the charter school has demonstrated leadership and successful management experience.
- The job description/roles of the independent evaluator are well thought out, complete, and will enhance the feasibility study process.

Weaknesses:

- The proposal does not adequately describe who specifically is a part of the leadership team.
- It is unclear about specific experience of the school team has regarding early childhood or other related project related work.

Reader's Score: 2

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

Strengths:

- The proposed intermediary and feasibility study contractor have extensive experience in managing federal grants.
- The school level staff have documented experience in finances and data management.

Sub Question

Weaknesses:

- It is unclear what, if any experience the school level project team has with respect to managing federal grants or other similar projects.

Reader's Score: 1

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 school consulted with entities who are very familiar with conducting PFS feasibility studies and conducting independent evaluation to determine what level of funding would be needed to adequately complete the objectives of the project. This was thoughtful and forward thinking to consult with those who have done this type of work before.
- The budget includes training/conference attendance for school level leadership to gain a better understanding of PFS.
- the funding is adequate for school level team, with regards to time commitment to the project.

Weaknesses:

- The description about state preschool funds is unclear as to why this program believes that state funds would preclude them from providing the preschool program they are proposing, turning down \$4,000 per child. These funds could potentially leverage and off set program costs.
- The budget includes \$75,000 for the purchase of the AppleTree software. This is not an allowable expense as the Federal Funding Opportunity description states "the PFS Feasibility Pilot does not fund the implementation of preschool services". Curriculum would clearly fall into the operation and implementation of the preschool services.
- Indirect rate would need to be reduced to include the reduction of \$75,000 curriculum purchase if disallowed.

Reader's Score: 7

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:

- Social emotional development is included as a broad category to be addressed within the curriculum.
- Social emotional development will be assessed using the ASQ-SE.

Weaknesses:

- The descriptions of how social emotional development will be specifically addressed as an intervention to impact future school success, cost savings, cost avoidance, or other social benefits.
- There were no reliability/validity data provided for the ASQ-SE to demonstrate the tools ability to predict long-term positive impact.

Reader's Score: 2

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 proposed preschool program has a defined target population with in the county, and is based on data gathered regarding kindergarten readiness gaps, and elementary reading and math deficits.
- the preschool program that will be implemented has a solid research and evidence base for achieving positive social and academic outcomes for kindergarten readiness and sustains through the elementary years.
- the proposal has a strong plan to procure the contractor who will conduct the feasibility study, to secure an independent evaluator, and to utilize a knowledgeable intermediary.
- The plan includes all of the key stakeholders, and a mechanism to gather input and feedback throughout the study process.

Weaknesses:

- details of the preschool program implementation are needed, with particular attention needed in defining the programs requirements for teacher qualifications, child to teacher ratios, and details of staff professional development.

- The budget requests \$75,000 to purchase curriculum. This appears to be a non-allowed expense under the rules of this grant.

Reader's Score: 0

Status: Submitted

Last Updated: 10/27/2016 12:19 PM

Status: Submitted

Last Updated: 11/01/2016 10:38 AM

Technical Review Coversheet

Applicant: The Legacy Charter School (S419C170021)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	10	9
Sub Total	10	9
Quality of the Preschool Program Design		
Quality of the Preschool Program Design		
1. Quality of Program Design	25	17
Sub Total	25	17
Preschool PFS Partnership		
Preschool PFS Partnership		
1. Preschool PFS Partnership	25	21
Sub Total	25	21
Quality of the Work Plan		
Quality of the Work Plan		
1. Quality of the Work Plan	25	20
Sub Total	25	20
Quality of the Project Leadership and Team		
Quality of the Project Leadership and Team		
1. Quality of Leadership	5	3
Sub Total	5	3
Budget Narrative		
Budget Narrative		
1. Budget Narrative	10	10
Sub Total	10	10
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. Competitive Priority	5	3
Sub Total	5	3
Absolute Priority – Feasibility Study		
Absolute Priority – Feasibility Study		
1. Absolute Priority	0	0

	Sub Total	0	0
Absolute Priority – Feasibility Study			
Absolute Priority – Feasibility Study			
1. Absolute Priority		0	0
	Sub Total	0	0
	Total	105	83

Technical Review Form

Panel #20 - PFS Panel - 20: 84.419C

Reader #3: *****

Applicant: The Legacy Charter School (S419C170021)

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 this project is clearly stated. The population that Legacy Charter School currently serves represents a population that comes from low-income neighborhoods, and represents a large percentage of young children from culturally and linguistically diverse backgrounds. Currently, Legacy Charter School serves students from K-12. The outcomes of the students' performance for the current student population are clearly described. The need for preK-enrollment in that area is significant in Greenville county. The main purpose of this PFS feasibility pilot grant is to examine the feasibility for expanding the school to serve preschool student population.

Weaknesses:

The proposal does not present information or data about how many children or extra (or new) preschool students will be served. The proposal failed to provide any data regarding serving young children with disabilities in inclusive preschool settings. It is more about increasing the student population by including preschool children.

Reader's Score: 9

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 proposal briefly describes the current Legacy Charter School that began in 2010. This school currently serves 1250 students from low-income backgrounds, and about 25 percent of the students are dual language learners. The majority of the students are African American and Latino. The curriculum and services (three-part educational strategy for excellence) provided to the current student populations are well described. The project plans to adopt a well-established Every Child Ready model. The components of this model, tools for monitoring child learning and progress are included in the proposal. There is much information about monitoring the students' social and emotional learning. In addition, the current Legacy model provides much support for children's nutritional and physical health.

Weaknesses:

There is a lack of detail in the information in the areas of intervention strategy, especially for those young children who are dual language learners and who present at risks conditions for development and learning. The proposal provides brief information about what the curriculum model and assessment tools to measure child outcomes, but does not provide specific information about how preschool children perform in different domains and how these outcomes will be measured. Very little information is provided to highlight evidence-based practices used or to be used that are likely to generate positive child outcomes.

Reader's Score: 17

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: 21

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:

Currently Legacy Charter School is an independent charter school that works with Greenville Hospital Systems and Furman University on some educational endeavors in publication and physical education/fitness programs. These partners have closely collaborate to provide much support for nutrition and physical wellness of the students in the current Legacy model. These collaborative efforts and activities have resulted in Physical Education (PE) classes to all K-12 students, the only public school that provides this. There is also evidence that Legacy's physical activity program produces higher increases in key cognitive measures in comparison to control students. These partnerships are strong. The proposal will also plan to collaborate with Institute for Child Success (ICS) to design this PFS project.

Weaknesses:

There is very little information in the proposed plan about the efforts of the Legacy Charter school to collaborate with other local agencies, service providers, and government except that it has been securing funding to serve the high-need student populations.

Reader's Score: 11

- 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 Legacy Charter school has its own administrative structure to provide education and services to its students. Roles and responsibilities of the team who will be engaged in the PFS project are detailed and comprehensive. The roles and responsibilities of the individuals from the Lead agency such as Legacy Charter are clearly described. In addition, external partners (Greenville Hospital Systems and Furman University, an external evaluator, and a contractor) that will be engaged in this feasibility project are introduced. This partnership is appropriate and

Sub Question

sufficient. The plan includes clear information about the roles and responsibilities of the partners.

Weaknesses:

There are no weaknesses.

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: 20

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 objectives of the work plan are clear. It also has developed a timeline for when the study will be done. The Institute for Child Success (ICS), a non-for-profit agency that has done much work to create PFS financing for early childhood nationally will help design and implement a PFS project for this proposal. Detailed information (please elaborate) has been provided about a series of activities and actions that are related to needs assessment, the review of the Every Child Ready Program and its implementation, identification of challenges and barriers, and intervention strategies, and the capacity of the stakeholders to implement PFS project. The outcomes and steps of the work plan are thorough and clear.

Weaknesses:

The major concern of the work plan is the hiring of consultants/evaluators who may not be familiar with the different school systems and local organizations. The proposal does not involve data collection from the active players of the local communities, and the involvement of the early childhood professionals, communities, and government agencies. It seems that the work will be mainly done or the data collection will be done by the consultants/evaluators. There is a gap in the timeline in completing the feasibility study.

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 project consultants will provide report and feedback to the School Board. The three-phase process that includes site visits, sharing about the goals and process of the feasibility study, and engaging the stakeholders in developing an expansion plan in the form of a final draft report has been clearly presented. The procedures for

Sub Question

ensuring stakeholders feedback are adequate.

Weaknesses:

Very little feedback will be gathered from the schools or local service providers regarding how this PFS model can be effectively designed and developed with the contribution from the service providers and local governments. The proposal provides very little information about gathering input and feedback from early childhood community partners.

Reader's Score: 8

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 proposed project plans to contract ICS, an agency that has much experience in PFS projects to help design the proposed PFS project. The team (the Associate Executive Director, Founder and Board Chair, and the Controller, a contractor and an evaluator) that will be engaged in this project have much experience in the operation, budget, and management of the project. Together they will be able to meet the needs/objectives of the project.

Weaknesses:

The proposal provides no information about involving and contracting personnel or agencies with the early childhood expertise and experiences.

Reader's Score: 2

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: 3

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 team has the experiences and expertise in education and in administration to run the school and support the management of the project. The level of experience in managing grants, technology, and administrative structures is evident. The team has had success in managing the Legacy Charter School, the lead agency for this project.

Weaknesses:

The proposal fails to include personnel who have the early childhood education or early childhood special education expertise who can provide content and administrative support in order to develop this PFS project for young children with and without disabilities and dual language learners.

Sub Question

Reader's Score: 2

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

Strengths:

Individuals on this team (i.e, leadership team has CPA and controller backgrounds) have more experiences with managing different sources of state funding for the charter school. They have had more than 40 years of managing businesses including managing the Legacy Charter school.

Weaknesses:

It is not evident that the team has had the experience of managing federal grant and funding. The proposal fails to address how it will comply with federal budget and grant guidelines.

Reader's Score: 1

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 Legacy Charter school is an independent school that has resources to serve its current population. It has had seven years of providing education and services to its students. In addition, Legacy Charter school will collaborate with ICS (an non-for-profit organization) that has much experience developing PFS projects, and other outside contractor and evaluator in completing the feasibility study activities. The budget items and descriptions provided to design and develop a feasibility study for this PFS project are clearly explained. The budget proposed is adequate for conducting the feasibility study.

Weaknesses:

There are no weaknesses.

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:

Outcome measures for social and emotional learning are clearly described. The outcome measures for assessing child development and learning as listed in the Every Child Ready model are included in the proposal.

Weaknesses:

Information about cost saving, cost avoidance, future school success, and other social benefits is missing in the proposal.

Reader's Score: 3

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 proposal included general outcome measures for the Target population which is a part of the curriculum package in the Every Child Ready curriculum. The proposal includes plans for conducting a feasibility study.

Weaknesses:

There are no weaknesses.

Reader's Score: 0

Status: Submitted
Last Updated: 11/01/2016 10:38 AM