

Technical Review Cover Sheet

Panel Details

**Fiscal Year** 2019      **CFDA/Subprogram** 84.215J    **Schedule No** 1    **Tier No.** 1  
**Panel Name** FY19 FSCS - 10

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**Applicant Name** Sodus Central School District    **PR/Award No** U215J190058

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Questions

	<b>Points Possible</b>	<b>Points Scored</b>
<b>1. Selection Criteria</b>		
Project Design	15	15
Project Services	25	25
Resources	15	15
Management Plan	20	20
Project Evaluation	25	25
<hr/>		
<b>TOTAL</b>	<b>100</b>	<b>100</b>

Priority Questions

**1. Competitive Preference Priority 2**

Competitive Consortiums      1      1

**2. Competitive Preference Priority 3**

History Effectiveness      1      1

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**TOTAL**      **2**      **2**

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**GRAND TOTAL**      **102**      **102**

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**Applicant Name** Sodus Central School District **PR/Award No** U215J190058

**Reviewer Name**

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**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 the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

**(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

**Strengths**

1) There are five well-defined goals focused on whole child supports. These goals are specific to the target population as uncovered by the needs assessment plan, with a particular focus on trauma-induced behaviors and cultural disconnection. Goals are broken down into objectives and outcomes. Performance measures and the tools used for these measures are clearly described in Table 14, 15, 18, 19, and 23. (pp. 54, 55, 60, 61, 65)

2) The needs assessment process and plan is robust and includes several very appropriate measures: ACES scores, EYS scales. Also, this assessment is used for baseline data for determining performance metrics. This application details a well-established need for interventions and the project should be able to successfully address the needs of the constituents, who are three times more likely to be below the poverty line than the national and state poverty rates (p. 45).

**Weaknesses**

None apparent in this application

**Question Status:Completed**

**Reviewer Score: 15**

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**Selection Criteria - Quality of Project Services**

2.

**The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of project services, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following—**

**(1) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.**

**(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.**

### **Strengths**

1) It is noted that the project plans to expand the existing mental health clinicians, Open Access, Suicide Prevention and Opioid Task Force. This is an effective leveraging action that will continue the work of effective programs while at the same time reducing costs overall. The Life Skills Drug Prevention training (p.76-77) appears to be effective in reducing violence, delinquencies, and misconceptions about drug use in several sites around the country with similar populations to the SODUS consortium. As it is now the Tier I intervention it will have the biggest impact on the target population overall.

2) Another strength noted in this section is the leveraging of existing resources from other grants and programs already in place that has the potential for synergistic effects coupled with MTSS and other initiatives (PEP, ARCH).

### **Weaknesses**

None observed in this application

**Question Status:Completed**

**Reviewer Score: 25**

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### **Selection Criteria - Adequacy of Resources**

**3.**

**The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors—**

**(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 number of persons to be served and to the anticipated results and benefits.**

### **Strengths**

1) Outstanding leveraging of existing resources from already in place partners, grants and programs to supplement the FSCS funding This will extend the reach and provide a greater breadth and depth of services to the target population, be far more economical and have a longer-term sustainability impact on the community. Leveraging other organization and municipal services to augment the grant funds and co-mingle services helps to boost the effectiveness of the proposed program.

2) Overall cost of \$300.00 per student served is low but is clearly supported by the other organizations and services (p. e127). The value of this application is not in the low cost per student funding, but in the impact gained from the coordination of existing services, which is far greater than if nothing were done at all.

### **Weaknesses**

None observed in this section of the application.

### **Question Status:Completed**

**Reviewer Score: 15**

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### **Selection Criteria - Quality of the Management Plan**

4.

**The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors—**

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

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

### **Strengths**

1) Well-articulated and planned time-line and governance structure, where each role has clearly defined tasks and duties at each milestone of the project (p. 133). They have outlined frequent evaluation mechanisms that will be triggered throughout the lifetime of the grant. Sustainability is fully addressed (12 components of sustainability pp. 144-150) through collaborative support, strategic alignment, data collection, and the value of EBI practice for the continuation of services past the grant cycle.

2) Project Director will make the use of tech tool nVision for financial management of the grant resources which will improve efficiency and oversight (p. 128) overall and help the PD manage the project successfully.

### **Weaknesses**

None observed in this application

### **Question Status:Completed**

**Reviewer Score: 20**

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### **Selection Criteria - Quality of the Project Evaluation**

**5.**

**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 the following factors—**

**(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

**(2) 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.**

**(3) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.**

### **Strengths**

1) Close alignment of the evaluation plan to the project goals and objectives (pp. 155-161) Evaluation processes are clearly defined and will be involved in all 5 years of the grant cycle. They break down the evaluation process into a Process (are the objectives of the plan being met) and an Impact (are the intended outcomes being met) evaluation plan.

2) An independent evaluation service has been identified. Multiple sources of both quantitative and qualitative data are identified in the Process evaluation plan as they relate to the objectives and outcomes.

3)The evaluation team is putting into place key protocols and policies to ensure reliable and valid data - for example, leveling the threshold for discipline referrals across all schools as a baseline measure of behavior that will trigger Tier II and III interventions ensures that all services will be equally and fairly delivered and that the resulting data will be consistently distributed. They will also draw their data from primary and secondary sources. They will also rely heavily on the assessment tools and tested measures embedded in the EBIs to avoid having to re-create tools that may not produce valid and reliable results.

Also, trend and cohort analyses potential threats to internal validity are addressed in evaluation design (p. e163).

### **Weaknesses**

None apparent in this application.

**Question Status:Completed**

**Reviewer Score: 25**

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### Priority Questions

#### **Competitive Preference Priority 2 - Broad Competitive Consortiums**

1.

**Competitive Preference Priority 2**

**Broad Competitive Consortiums**

**The Secretary gives priority to an applicant that demonstrates that it is a consortium comprised of a broad representation of stakeholders.**

### **Strengths**

There are four school districts that comprise the consortium. 2 of the districts (Sodus and Lyons) are RLIS (Rural Low-Income Schools) districts and include the Wayne County Partnerships for Strengthening Families organization. They are also partnered with more than forty other agencies and organizations in the area. This consortium is a very good example of an effective partnership of local control which is also representative of local problems.

### **Weaknesses**

None noted

**Question Status:Completed**

**Reviewer Score: 1**

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#### **Competitive Preference Priority 3 - History Effectiveness**

2.

**Competitive Preference Priority 3**

**History Effectiveness**

**The Secretary gives priority to an applicant that demonstrates that it is a consortium with a history of effectiveness.**

**Strengths**

Sodus Central School District consortium and partnerships with other local government and non-profits organizations have worked together for seven years in cooperation to combine resources for student academic achievement, family supports and behavioral community health needs. For example, the School Resource Officer program started in one district and is now in seven. The positive outcomes achieved were increased graduation rates, reduced disciplinary referrals, increased attendance, and improved school climate. Many of these programs are still in effect and are still a “shaping force in the community” (p. e34).

**Weaknesses**

None noted.

**Question Status:Completed**

**Reviewer Score: 1**

Technical Review Cover Sheet

Panel Details

**Fiscal Year** 2019      **CFDA/Subprogram** 84.215J    **Schedule No** 1    **Tier No.** 1

**Panel Name** FY19 FSCS - 10

**Applicant Name** Sodus Central School District    **PR/Award No** U215J190058

Questions

**Points Possible**

**Points Scored**

**1. Selection Criteria**

Project Design	15	15
Project Services	25	25
Resources	15	15
Management Plan	20	20
Project Evaluation	25	25
<hr/>		
<b>TOTAL</b>	<b>100</b>	<b>100</b>

Priority Questions

**1. Competitive Preference Priority 2**

Competitive Consortiums	1	1
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**2. Competitive Preference Priority 3**

History Effectiveness	1	1
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<b>TOTAL</b>	<b>2</b>	<b>2</b>
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<b>GRAND TOTAL</b>	<b>102</b>	<b>102</b>
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Technical Review Form

**Applicant Name** Sodus Central School District **PR/Award No** U215J190058

**Reviewer Name**

**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 the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

**(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

**Strengths**



(1) Goals and objectives for the project are clearly stated, aligned with the project services to be provided and are measurable. For example, Goal I: Improve the health and wellness of students and families is aligned with several objectives and outcomes to ensure this goal is met. One objective is to decrease the number of students who report they are depressed by 20% which will be measured through various assessments including the Evalumetrics Youth Survey (EYS). The applicant proposes to utilize a multi-tiered approach to address the needs identifies by offering various services that promote the health and well being of students and their families such as training people in the Youth Mental Health First Aid curriculum (pgs. e42-e67).

(2) Documented evidence from needs assessment, focus groups and other data describing the plight of the targeted population to be served by the project is provided. For example, data indicated students who qualify for free/reduced lunch within the targeted schools ranges from 56% to 68%. Reports also show a high teen birth rate within the targeted area 40.9/1000 exceeding the state rate of 28.7%. Academically, only 21% of the population within the area have graduated from high school, 36.7% of high schoolers report they don't learn about jobs/careers, 42.0% hate school and 65% of middle school students report they are more likely to skip school. Additionally, 80% of youth 10-17 years of age are more likely to be come obese due to limited healthy eating options and lack of interest in physical fitness. The applicant offers a variety of other mitigating factors as proof of need for the project (pg. e42-e67).

### Weaknesses

(1) No weaknesses noted. (2) No weaknesses noted.

### Question Status:Completed

Reviewer Score: 15

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### Selection Criteria - Quality of Project Services

2.

**The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of project services, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following—**

**(1) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.**

**(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.**

### Strengths

(1) Details regarding the pipeline of services including intensity and duration for most are described. For example, the Dibbles health relationship, self-awareness curriculum embedded in the English class will be offered for 12 sessions to students and the food pantry is open regularly so that families in need can be helped. Through a cadre of continued and expansion services created to address the identified needs the project will likely impact the students and families to be served given the multi-tiered, pipeline services to be offered. By providing a variety of wraparound services, students will be equipped with the tools needed to succeed academically and personally. The options for tutoring services for students will further provide support such as the Peer Assisted Learning Strategies (PALS) will pair students with other students who will improve academic skills and support feedback and Cross-age Peer Tutoring which will pair students from different grade levels (high school/college) which often motivates students to learn and facilitates engagement and interest in the subject matter content(i.e. students see tutor as role model). Parent programs will be offered as support systems to help strengthen the family unit; all the services offer a holistic approach to addressing the needs identified (pgs. e67-e103).

(2) Partner support is evident throughout the narrative and in the Letters of Support. The partners have committed various project services for whereby students, parents and other stakeholders can benefit. For example, the Red Creek Community Center will provide fitness programs and has a swimming pool for recreational purposes and Literacy Volunteers of Wayne County will provide tutoring services. Both programs will help to reach the health and wellness goal and one of the many academic goals set for the project. Each of the partner organizations are clearly identified on the blanket MOU provided which outlines school and partner responsibilities in support of the project (pgs. e67-e103).

### **Weaknesses**

(1) No weaknesses noted. (2) No weaknesses noted.

### **Question Status:Completed**

**Reviewer Score: 25**

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### **Selection Criteria - Adequacy of Resources**

**3.**

**The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors—**

**(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 number of persons to be served and to the anticipated results and benefits.**

## Strengths

(1) Detailed information identifying the partners which will support the project is provided. The blanket MOU describes support for the project including space, including auditorium, computer lab, gym, cafeteria, custodial services, student data, storage space, programming, training, staffing and other resources and support. The Wayne County Partnership for Strengthening Families (40 agencies) committed to working with the project will offer curriculums and staffing who will assist with the project implementation (pgs. e103-e127).

(2) Evidence through comparative information as proof costs for services are reasonable is provided. Specifically, the applicant estimates that cost per student is \$300 annually which is a fraction of the costs for school supplies or incarceration of youth within the states which is estimated to be approximately \$290,000 annually pgs. 103-e127).

## Weaknesses

(1) No weaknesses noted. (2) No weaknesses noted.

## Question Status:Completed

Reviewer Score: 15

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## Selection Criteria - Quality of the Management Plan

4.

**The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors—**

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

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

## Strengths

(1) The applicant does an excellent job of describing project oversight which includes an Advisory Board which will ensure project services are on time and within budget. The project director who reports to the Sodus superintendent will be responsible for project services and the assistant superintendent responsible for fiscal matters. Additionally, the director is responsible for staff supervision, project implementation and some fiscal oversight. Community School Coordinators are vital to the success of the project, working closely with the site principals to ensure services are implemented and monitored efficiently and effectively. The overall management structure

supports the multi-tiered system of support intended. The information detailing the organizational structure and meeting calendar further shows the cohesiveness of a strong management plan. For example, community school coordinators will meet once per month with the project director providing opportunities for project feedback and professional development. Milestones and timelines are described in detail. For example, in Year 1 once awarded, a back to school bash with community and program partners will be hosted and the advisory board will meet quarterly each year to track project progress (pgs. e127-e150).

(2) The time commitment described for each key personnel position is enough to support every aspect of the project services to be provided. Specifically, five full -time positions will support the project, including the project director position who is responsible for general oversight of the project and community school coordinators who ensure successful implementation. The community school coordinators will collaborate with partners to ensure successful implementation of the project services to be provided (pgs. e127-e150).

### **Weaknesses**

(1) No weaknesses noted. (2) No weaknesses noted.

**Question Status:Completed**

**Reviewer Score: 20**

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### **Selection Criteria - Quality of the Project Evaluation**

**5.**

**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 the following factors—**

**(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

**(2) 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.**

**(3) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.**

### **Strengths**

(1) All of the evaluation methods are appropriate for the assessment of the project objectives presented. The process evaluation plan presented will help to measure implementation and outputs of the project services and impact to ensure outcomes are reached as intended. The applicant offers several other strategies that will support the evaluation process. For example, the check and connect process (What Works Clearinghouse) will allow continual monitoring of

student behavior, attendance and academics of students will also ensure goals are met (pgs. e150-e175).

(2) The proposal articulates the use of process evaluation plan to lead the project evaluation. Through the collection of school data, information collected from focus groups, interviews, observations, and other data both quantitative and qualitative results will be produced. All of the objectives for the proposed project are specific and aligned with benchmarks to be reached. For example, one of the objectives is that 50% of families and students will have access to a healthy diet, exercise information and facilities by 30% by September 2024. Data will be collected from community partners including quarterly logs, individual client level information and semi-annual reports from schools and other facilities. The methods for evaluating success towards each outcome are appropriate and feasible, as in the above example (pgs. e150-e175).

(3) The methods of evaluation are specifically key to the project outcomes presented. For example, Outcome I-2-I, is to decrease the number of youth who report being physically inactive by 2024 and data will be collected utilizing the Evalumetrics Youth Survey (EYS) which will allow students to self-report The collection of data from parents, students and partners to measure the effectiveness of project services. Through project monitoring and tracking participant enrollment, progress, services, activities, and outcomes, the data will be used for the continuous improvement of the project thus ensuring reliable performance data and relevant outcomes (pgs.e150-e175).

### **Weaknesses**

- (1) No weaknesses noted.
- (2) No weaknesses noted.
- (3) No weaknesses noted.

**Question Status:Completed**

**Reviewer Score: 25**

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### Priority Questions

#### **Competitive Preference Priority 2 - Broad Competitive Consortiums**

**1.**

**Competitive Preference Priority 2**

**Broad Competitive Consortiums**

**The Secretary gives priority to an applicant that demonstrates that it is a consortium comprised of a broad representation of stakeholders.**

### **Strengths**

The applicant provides evidence to show they are part of a consortium consisting four school districts including Clyde-Savannah, Lyons, Sodus and North Rose-Wolcott schools and partner organization Wayne County Partnership for Strengthening Families which consists of 40 community organizations (pgs.e31-e42).

### **Weaknesses**

No weaknesses noted.

### **Question Status:Completed**

**Reviewer Score: 1**

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### **Competitive Preference Priority 3 - History Effectiveness**

2.

#### **Competitive Preference Priority 3**

#### **History Effectiveness**

**The Secretary gives priority to an applicant that demonstrates that it is a consortium with a history of effectiveness.**

### **Strengths**

Several successful programs presented as documented evidence show the organization and consortium partners have a history of effectiveness and success providing a pipeline of services to schools and the community. Programs such as the Safe Schools Healthy Schools, 21st Century Community Learning Centers are described to have been a part of the organization's history of successful program implementation. The programs are known to help increase attendance, graduation and improved school climate which is the ultimate goal of the program proposed in this proposal (pgs. e31-e42).

### **Weaknesses**

No weaknesses noted.

**Question Status:Completed**

**Reviewer Score: 1**

### Technical Review Cover Sheet

#### Panel Details

**Fiscal Year** 2019      **CFDA/Subprogram** 84.215J      **Schedule No** 1      **Tier No.** 1

**Panel Name** FY19 FSCS - 10

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**Applicant Name** Sodus Central School District      **PR/Award No** U215J190058

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#### Questions

	<b>Points Possible</b>	<b>Points Scored</b>
<b>1. Selection Criteria</b>		
Project Design	15	15
Project Services	25	25
Resources	15	15
Management Plan	20	20
Project Evaluation	25	25
<b>TOTAL</b>	<b>100</b>	<b>100</b>

#### Priority Questions

**1. Competitive Preference Priority 2**

Competitive Consortiums      1      1

**2. Competitive Preference Priority 3**

History Effectiveness      1      1

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**TOTAL**      **2**      **2**

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**GRAND TOTAL**

**102**

**102**

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Technical Review Form

**Applicant Name** Sodus Central School District **PR/Award No** U215J190058

**Reviewer Name**

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**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 the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

**(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

**Strengths**

(1) The applicant provided clearly specified and measurable goals, objectives, and outcomes to be achieved by the proposed project. Each goal is aligned with objectives, activities and reasonable performance measures. The key outcomes of the project are to improved academic scores, increased attendance, and lower suspensions, with an additionally focus on wellness health, self-efficacy, gaining awareness of career opportunities, and engaging in extracurricular opportunities. The applicant comprehensively aligned the goals from data obtained through several needs' assessments and other surveys. For example, in Goal I: Improve the health and wellness of students and families, the objective and measurable outcome is to increase the number of families and young people who have access to trauma-informed behavioral health intervention services by 30% by September 2024. Similarly, other objectives and measurable outcomes are: (1) decrease the proportion of young people who report being depressed by 20% by September 2024, (2) decrease the proportion of young people that self-report plans for suicide by 25% by September 2024 and (3) reduce the proportion of students with Office Disciplinary Referrals by 25% by 2024. (pgs. e-36-37) All of the goals, objectives and outcomes are clearly specified and aligned with methods of data collection in the logic model.

(2) The applicant effectively demonstrated that the proposed project design is appropriate and will address the needs the identified needs of the target population. The applicant indicated that the project will serve more than 1,700 students enrolled in 6th through 12th and all of the consortium school districts are Title I recipients, with a combined F/RL rate of 61%. Other statistics leading the charge for the project design are: in the targeted schools the teen birth rate of 40.9/1000, the juvenile delinquent intake rate shows is at 137/10,000 youths while the regional rate is 53/10,000 and the state rate is 51/10,000. The applicant comprehensively provided evidence that the identifies needs were derived from the implementation of several surveys and needs assessments conducted by the school district. The information obtained formed the basis



for the adoption of the tiered service model that will be implemented. The applicant indicated that the project will coordinate eight existing pipeline services and offer nine new pipeline services. For example, some of the existing pipeline services include dual-enrollment programs, mentoring, after-school programs, satellite mental health clinics, and evidenced-based prevention curriculums. Services will be available to middle and high school students and integrated into some elementary schools. The new pipeline services will create school-based food pantries, medical and dental clinics and tutoring. For example, to determine the basis for the new services, the applicant indicated the comprehensive needs assessment results indicated a need to address issues like substance abuse, truancy, school climate, and health concerns. (pgs. e-41-43)

### **Weaknesses**

No weaknesses noted.

**Question Status:Completed**

**Reviewer Score: 15**

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### **Selection Criteria - Quality of Project Services**

**2.**

**The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of project services, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following—**

**(1) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.**

**(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.**

### **Strengths**

(1) The applicant successfully demonstrated that the proposed project services will likely have an impact on the targeted population. The applicant indicated that the consortium school districts are rural Title I schools with more than 1,700 students. The targeted population face the challenges associated with rural poverty and trauma. The project was built around helping students, families, community organizations, government agencies and school districts working towards common goals that address root causes of urgent concerns facing the students. For example, to counteract low college attendance and college awareness, the project will offer dual-Enrollment programs as

a means for improving academic outcomes and to boost college access and degree attainment, especially for students typically underrepresented in higher education. This pipeline service creates opportunity to build equity by expanding opportunity and providing an entry point to college. (pgs. e45-46)

(2) The applicant comprehensively provided evidence that the collaboration of partners has the potential for maximizing the effectiveness of the project services. The partners have been involved in collaborative partnerships for over seven years. Some of the partner contributions have been through providing direct services or cooperative referrals. The applicant indicated that the community resources provide a bridge to support the multi-tiered service model. All of the schools have begun to adopt the Community Schools framework and are operating a Multi-Tiered System of Supports with fidelity monitoring tools in place. Some of the key partners include the Wayne County Sheriff's Office and Wayne County Departments of Youth, Public Health, and Mental Health. The applicant evidenced the partner contributions with letters of support and the MOU agreement. (pgs. e49-50)

### Weaknesses

No weaknesses noted.

### Question Status:Completed

Reviewer Score: 25

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### Selection Criteria - Adequacy of Resources

3.

**The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors—**

- (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 number of persons to be served and to the anticipated results and benefits.**

### Strengths

(1) The applicant clearly demonstrated that the proposed partners will provide relevant contributions to ensure the successful implementation of the proposed project. The applicant evidences the contributions in the Appendix in the MOU agreement and letters of support. Wayne County Partnership for Strengthening Families collaborative group consists of more than 40 agencies that will serve as the advisory board and engage through a cross-sector services with the implementation of the Full Service Community Schools project. For example, through funding from the McKinney-Vento Homeless Youth grant, the applicant has been able to benefit from training and presentations from the Lesley Institute for Trauma Sensitivity (LIFTS). The trainings provided

staff and the community with sensitivity to the impact of the trauma homeless students are facing and how to provide a safe and supportive school framework. (pgs. e50-52 and Appendices)

(2) The applicant comprehensively demonstrated that the proposed cost for program implementation is reasonable in relation to anticipated results of the number of persons being served. The applicant indicated that a cost analysis was conducted and the overall cost for the implementation of the project will cost less than \$300 per student annually. The applicant provided and itemized budget and budget justification that included reasonable cost for personnel, travel, supplies and contracted services. For example, the applicant will hire four(4) Site Coordinators at a cost of \$42,000 each and fringe benefits. The applicant indicated that the program will also leverage existing investments in the development of the Community Schools Model from local and state sources. (pgs. 50-55)

### **Weaknesses**

No weaknesses noted.

**Question Status:Completed**

**Reviewer Score: 15**

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### **Selection Criteria - Quality of the Management Plan**

**4.**

**The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors—**

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

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

### **Strengths**

(1) The applicant provided a comprehensive and detailed management plan. The management plan is aligned with each goal and key objective to be accomplished. The plan has associated tasks and activities with a reasonable timeline and persons responsible for implementing the tasks. The applicant clearly aligned milestones for reaching program outcomes and how those outcomes will be measured. The project director will oversee the management plan and create an action plan for each school. The project director will review quarterly the program progress of meeting goals and objectives. Based on a review of the management plan and the monitoring system, the proposed project has the potential for accomplishing project tasks on time and within budget. (pgs. 60-63)

(2) The applicant clearly demonstrated that the project director and the key personnel will work full-time overseeing the project implementation. The project director will oversee the entire project with the other key personnel as the site coordinators. The Project Director will report to the Sodus Superintendent for project matters and the Assistant Superintendent for Business for fiscal matters. The Project Director will maintain oversight of the four Community School Coordinators and all grant contracts for adherence to grant timelines and progress towards grant objectives. (pgs. 60-65) The Project will be supported by an in kind .25 FTE clerical staff housed at the Sodus District Office, a part time staff person hired by the Red Creek Community Center and a part time staff person hired by the Lyons Community Center, two Wayne County Partnerships for Strengthening Families consultants for the NYS Mentoring program to expand into recruiting adult mentors for high school students and a Youth Court consultant to manage the operations of the Youth Court.

### **Weaknesses**

No weaknesses noted.

**Question Status:Completed**

**Reviewer Score: 20**

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### **Selection Criteria - Quality of the Project Evaluation**

**5.**

**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 the following factors—**

**(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

**(2) 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.**

**(3) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.**

### **Strengths**

(1) The applicant provided a comprehensively detailed evaluation plan that is aligned with specific measures to ascertain the effectiveness of the goals, objectives, and outcomes of the proposed project. The applicant indicated that the goal of the evaluation is to conduct an analysis of the all the activities designed to lead to the long-term outcomes of the Full-Service Community Schools program. For example, the applicant is seeking to find out how the project improved the coordination, integration, accessibility and effectiveness of services for students and families in four target schools. The Logic Model is thoroughly aligned with the major goals, strategies and

long-term and short-term outcomes and descriptions of the measurable objectives and outcomes. The Logic Model provided a clear blueprint for the effect implementation of the evaluation. (pgs. 70-72)

(2) The applicant provided a detailed and well-designed evaluation plan that included the use of objective performance measures that are clearly related to the intended outcomes. The applicant has developed numerous baseline data sets through various surveys and needs assessments. The data will be used to provide a framework for the evaluation. For example, some data will come from the implementation of the Evalumetrics Youth Survey (EYS). The EYS was conducted in schools throughout Wayne County in 2013, 2015, and 2017, with the next survey scheduled for spring of 2019. For example, in Objective V-3: All teachers will be trained in Trauma-Informed Community Schools Framework by 2024. Measurement will be through training attendance logs and the Evalumetrics Teacher Survey administered twice each year. Outcomes (Impact) aligned in the evaluation will also provide qualitative and quantitative information on the level of exposure to project activities for target groups and, in some cases, individual students and families. The impact evaluation addresses the question, what changes occurred and to what extent are these changes due to project activities? (pgs. e90-92)

(3) The applicant has clearly designed a plan that is aligned with evaluation methods that has the potential to provide the project with valid and reliable performance data on relevant outcomes. The collection of baseline data is crucial to the success of determining relevant outcomes. The applicant has used some extensive assessments and surveys that has given them longitudinal data for review. For example, the Control Attribute Means-ends Inventory (CAMI) a validated instrument that measures 10 scales related to self-efficacy has been completed by all 5th through 8th grade students in six districts including all project schools annually since 2014. All students in 6th, 7th, and 8th grade complete the Life Skills Training (LST) Health Survey that is the pre- post-program measure of learning objectives including substance abuse knowledge and resistance skills. Parents or guardians complete the Kindergarten Registration Survey at the point of registering young children for kindergarten. This survey collects information on the child's readiness for school, home environment, household characteristics, and exposure to adverse childhood experiences. All of the data collection will provide reliable sources to determine relevancy to the project outcomes. For example, in the outcome to reduce the proportion of young people at risk from impulsiveness by 15% by 2024. Measurement will include data from the Evalumetrics Youth Survey that will be conducted in early spring of each project year. Analysis will involve comparisons of rates of outcome indicators pre-and post- project implementation. Comparisons will also be made between results from project schools and non-project comparison schools. (pgs. 98-102)

### **Weaknesses**

No weaknesses noted.

**Question Status:Completed**

**Reviewer Score: 25**

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Priority Questions

**Competitive Preference Priority 2 - Broad Competitive Consortiums**

1.

**Competitive Preference Priority 2**

**Broad Competitive Consortiums**

**The Secretary gives priority to an applicant that demonstrates that it is a consortium comprised of a broad representation of stakeholders.**

**Strengths**

The applicant clearly demonstrated that the proposed project has amassed consortium of partners to support the program. The applicant indicated that the four schools will partner with more than 30 agencies through the Wayne County Partnership for Strengthening Families. The inter-agency collaboration formed a planning group to focus on resource alignment and to develop strategies for determining how the Partnership will provide supports for vulnerable students. Some of the key partners include the Wayne County Sheriff's Office and Wayne County Departments of Youth, Public Health, and Mental Health. The applicant evidenced the consortium with letters of support and the MOU agreement. (pgs. e32-34 and Appendix)

**Weaknesses**

No weaknesses noted.

**Question Status:Completed**

**Reviewer Score: 1**

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**Competitive Preference Priority 3 - History Effectiveness**

2.

**Competitive Preference Priority 3**

**History Effectiveness**

**The Secretary gives priority to an applicant that demonstrates that it is a consortium with a history of effectiveness.**

**Strengths**

The applicant clearly demonstrated that the proposed Sodus Central School District project has developed a consortium of partners to implement the Wayne County Partnership for Strengthening Families project. The consortium is cross-sector community collaborative that has worked for the past seven years to foster cooperation and align resources for academic success, family supports and behavioral health needs. More than forty agencies and organizations are involved providing support in various focus areas. The consortium has been together for over 10 years to support positive outcomes including increased graduation rates, reduced disciplinary referrals, increased attendance and improved school climate. (pgs. e33-38) For example, the first Satellite Mental Health Offices started with this group and now there is an office in every school district in the county and provides training others to recognize mental health issues with students.

**Weaknesses**

No weaknesses noted.

**Question Status:Completed**

**Reviewer Score: 1**