

APPLICANT FEEDBACK SUMMARY

2015 AmeriCorps State and National Grant Competition

Legal Applicant: University of Wisconsin - Eau Claire

Application ID: 15AC168157

Program Name: ECLIPSE

For the purpose of enhancing our programs by improving the quality and quantity of applications to the Corporation for National and Community Service (CNCS), we are providing summary feedback regarding the strengths and weaknesses of this application. These comments are not meant to represent a comprehensive assessment; rather the analysis represents those elements that had the greatest bearing on the rating of the application. Please note that this feedback consists of summary comments from more than one Reviewer. For this reason, some of the comments may seem to be inconsistent or contradictory. Comments are not representative of all of the information used in the final funding decision.

Reviewers' Summary Comments

Strengths:

To help foster a greater spirit and appreciation of unity and volunteerism within the community, the applicant has provided several opportunities for Members/volunteers to interface with other community agencies to learn and understand some of the other societal issues that plague the community.

The applicant presents a clear problem/need with low-income preschool children using the ECLIPSE model which focuses on three key areas.

The applicant's training plan for Members mentions several times that Members will be made aware of and adhere to the rules including prohibited activities.

The training plan offers Members several opportunities, such as forums with key topic speakers that will help them to gain skills and experiences that can be used and valued by future employers.

The application clearly states the problem of low literacy and numeracy skills of low income children in the Eau Claire school district and its intervention which will provide one-on-one tutoring and mentoring to preschool children in Head Start programs with high percentages of low-income children to enhance these skills.

The application includes an excellent plan for supervision of Members which includes biweekly coaching and feedback as well as constant presence and monitoring by the classroom teacher or program director.

Members will have numerous and varied opportunities to connect with each other and with volunteers from other programs throughout the program year through collaborations with a local food bank, a weekly course designed to increase Members' civic skills, forums led by national and international experts on diverse issues of societal importance, etc.

Weaknesses:

The applicant did not provide for supervisory training.

The applicant's logic model was more focused toward the experiences and intended outcomes of the

Members/volunteers than the outcomes of the proposed interventions on the targeted population.

The proposed activities for supervision do not explain how supervisors themselves will be adequately trained/prepared to follow AmeriCorps and program regulations, priorities and expectations.

There is insufficient evidence to support how the program will recruit AmeriCorps members from the community in which the programs serve.

The application does not provide data related to the actual literacy, social, and language skills of children in the Eau Claire school district, providing data related to only to mathematics skills and information about poverty rates which it indirectly relates to literacy and social skills.

With the exception of one-to-one reading, the application does not adequately describe the actual activities that Members will engage in with the children in order to enhance the development of their literacy, language, and numeracy skills, leaving the Members' roles in the intervention in these areas somewhat vague.

With the exception of Dialogic Reading, the application does not thoroughly describe or provide evidence for how the intervention will lead to the desired outcomes.

The elements of the logic model are only partially aligned because of lack of specific information related to the how the intervention will address enhancing children's literacy, language and numeracy skills, benchmark information about the current status of language and literacy skills, the proposed outcomes related to specific skill enhancements, and the details of the activities that Members will carry out.

The application does not describe a comprehensive plan for training supervisors.