

Status: Submitted

Last Updated: 9/14/10 10:28 AM

Technical Review Coversheet

Applicant: Abyssinian Development Corporation -- Programs, Education (U215P100326)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	10	10
Quality of Project Design		
1. Project Design	20	20
Quality of Project Services		
1. Project Services	15	14
Quality of Project Personnel		
1. Project Personnel	25	25
Quality of the Management Plan		
1. Management Plan	20	18
Significance		
1. Significance	10	10
	Sub Total	97
	Total	97

Technical Review Form

Panel #18 - Panel - 18: 84.215P

Reader #1: *****

Applicant: Abyssinian Development Corporation -- Programs, Education (U215P100326)

Questions

Selection Criteria - Need for Project

1. a) The Secretary considers the need for the proposed project.
- b) In determining the need for the proposed project, the Secretary considers-
 - i) The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators;
 - ii) The extent to which the geographically defined area has been described; and
 - iii) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities will be identified and addressed by the proposed project.

Strengths:

The applicant presents an excellent analysis of the needs of the Central Harlem community served by the applicant. The targeted area is described in great detail including geographic boundaries, map, and census data. The applicant provides statistical data for the specific target area instead of the city or Harlem as a whole. The applicant goes beyond simple data to provide an analysis of how needs developed in this area. Specific gaps in services are identified in several areas- crime, health, housing, and education. The applicant describes a plan for conducting the needs and segmentation analysis.

Weaknesses:

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. a) The Secretary considers the quality of the design of the proposed project.
- b) In determining the quality of the design of the proposed project, the Secretary considers the following factors:
 - i) The extent to which the applicant describes how it will plan to build a continuum of solutions designed to significantly improve the academic and family and community support indicators in this notice;
 - ii) The extent to which the continuum of solutions includes a strategy, or a plan to develop a strategy, that will lead to significant improvements in one or more schools described in paragraph 2 of Absolute Priority 1;
 - iii) The extent to which the applicant describes strategies for using data to manage program implementation, inform decision-making, engage stakeholders, and measure success;
 - iv) The extent to which the applicant identifies and describes academic and family and community support indicators to be used for the needs assessment during the planning year;
 - v) The extent to which the applicant demonstrates a commitment to work with the Department and with a national evaluator for Promise Neighborhoods to ensure that data collection and program design are consistent with plans to conduct a rigorous national evaluation of the Promise Neighborhoods Program during the implementation phase and of specific solutions and strategies pursued by individual grantees; and
 - vi) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources.

Strengths:

The applicant describes a process that places community involvement at the center of the plan design process through the use of a community planning charrette. Once community input is collected, the applicant demonstrates a clear plan for using this information to form a continuum of solutions and measurable goals. The applicant identifies the Bread and Roses school as a target schools and describes the use of a "Lead Partner" model of school turnaround. The applicant presents an incredibly detailed plan for school turnaround including strategies for working with local school district and union officials. The applicant demonstrates an ability to use data extremely effectively and a strategy for employing best practices to expand data collection efforts for the project. This project fits squarely in the purview of the organization's work and would complement the organization's other current work.

Weaknesses:

Reader's Score: 20

Selection Criteria - Quality of Project Services

- 1.a) The Secretary considers the quality of the services to be provided by the proposed project.
- b) In determining the quality of the project services, the Secretary considers
 - i) The extent to which the applicant describes proposed solutions to be provided by the proposed project that are based on the best available evidence including, where available, strong or moderate evidence;
 - ii) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards; and
 - iii) The extent to which the applicant explains how the needs assessment and segmentation analysis will be used to determine that children with the highest needs receive appropriate services to meet academic and developmental outcomes.

Strengths:

The applicant proposes a set of solutions for children in the targeted area that are supported by best available evidence. For example, the applicant suggest a battery of assessments and home support services to diagnosis the achievement levels of pre-K students before they enter kindegarten. The suggested solutions are all linked to high potential actions that will improve academic achievements.

Weaknesses:

The applicant does not fully explain how the needs assessment will identify children with the highest needs. The applicant is a very large organization but I have some concern that there are too many projects planned for the targeted area.

Reader's Score: 14

Selection Criteria - Quality of Project Personnel

- 1.a) The Secretary considers the quality of the project personnel who will carry out the proposed project.
- b) In determining the quality of the project personnel, the Secretary considers the qualifications, including relevant training and experience, of the applicant, including the project director, and the prior performance of the applicant on efforts similar or related to the proposed Promise Neighborhood.

- c) Relevant experience includes the applicant's experience in and lessons learned by
- i) Working with the school or schools described in paragraph 2 of Absolute Priority 1;
 - ii) Serving the neighborhood and its residents;
 - iii) Collecting, analyzing, and using data for decision-making and ongoing improvement;
 - iv) Creating formal and informal relationships, and generating community support to achieve results; and
 - v) Securing and integrating funding streams from multiple public and private sources.

Strengths:

The project director has a depth of experience working on strategic management of large, multi-faceted projects in the organization with an emphasis on data collection. The applicant has demonstrated success with school turnaround in its work with the Thurgood Marshall Academy. The applicant demonstrates extensive involvement in the target area through work in its schools but also in community development. The applicant receives funding from multiple sources and demonstrates a high level of expertise in managing these funding streams.

Weaknesses:

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. a) The Secretary considers the quality of the management plan for the proposed project.
- b) In determining the quality of the management plan of the proposed project, the Secretary considers--
 - i) 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;
 - ii) The extent to which the memorandum of understanding described in paragraph 5 of Absolute Priority 1 describes each partner's financial and programmatic commitment; how each partner's existing vision, theory of action, and theory of change, and existing activities align with those of the proposed Promise Neighborhood; and the governance structure of the proposed Promise Neighborhood;
 - iii) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of families, school staff, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate; and
 - iv) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to sustain and scale up the proposed Promise Neighborhood.

Strengths:

The applicant describes several methods for incorporating diverse feedback including the specific roles on the HPN advisory board, web-based feedback, and the community charette studio. The MOUs are excellent and thoroughly discuss each partner's vision, theory of action/change, financial and programmatic commitments. The applicant's ability to sustain its current projects at such a high level demonstrate a strong likelihood that the proposed project will continue after federal funding ends.

Weaknesses:

I have concerns that 60 hours of planning may not be sufficient to scale up this project. There are lots of opportunities for community members to get involved but the applicant depends heavily on traditional methods of outreach that may not get to the most disconnected youth and families.

Reader's Score: 18

Selection Criteria - Significance

1. a) The Secretary considers the significance of the proposed project.
- b) In determining the significance of the proposed project, the Secretary considersâ
 - i) The likelihood that the proposed project will result in long-term systems change or improvement;
 - ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population;
 - iii) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies; and
 - iv) The potential to sustain and apply the model of the proposed project or strategies, including, as appropriate, the potential for implementation of the model in a variety of settings.

Strengths:

The combination of the applicant's strong background in the community

Weaknesses:

Reader's Score: 10

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Technical Review Coversheet

Applicant: Abyssinian Development Corporation -- Programs, Education (U215P100326)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	10	10
Quality of Project Design		
1. Project Design	20	19
Quality of Project Services		
1. Project Services	15	14
Quality of Project Personnel		
1. Project Personnel	25	25
Quality of the Management Plan		
1. Management Plan	20	20
Significance		
1. Significance	10	10
	Sub Total	98
	Total	98

Technical Review Form

Panel #18 - Panel - 18: 84.215P

Reader #2: *****

Applicant: Abyssinian Development Corporation -- Programs, Education (U215P100326)

Questions

Selection Criteria - Need for Project

1. a) The Secretary considers the need for the proposed project.
- b) In determining the need for the proposed project, the Secretary considers-
 - i) The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators;
 - ii) The extent to which the geographically defined area has been described; and
 - iii) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities will be identified and addressed by the proposed project.

Strengths:

The proposal's geographic service area is clearly defined (134th to 140th Street from St. Nickolas and Edgecombe Aves to Lenox Ave in Central Harlem). Cited are several health, crime and education indicators, including comparisons to the rest of the city.

Weaknesses:

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. a) The Secretary considers the quality of the design of the proposed project.
- b) In determining the quality of the design of the proposed project, the Secretary considers the following factors:
 - i) The extent to which the applicant describes how it will plan to build a continuum of solutions designed to significantly improve the academic and family and community support indicators in this notice;
 - ii) The extent to which the continuum of solutions includes a strategy, or a plan to develop a strategy, that will lead to significant improvements in one or more schools described in paragraph 2 of Absolute Priority 1;
 - iii) The extent to which the applicant describes strategies for using data to manage program implementation, inform decision-making, engage stakeholders, and measure success;
 - iv) The extent to which the applicant identifies and describes academic and family and community support indicators to be used for the needs assessment during the planning year;
 - v) The extent to which the applicant demonstrates a commitment to work with the Department and with a national evaluator for Promise Neighborhoods to ensure that data collection and program design are consistent with plans to conduct a rigorous national evaluation of the Promise Neighborhoods Program during the implementation phase and of specific solutions and strategies pursued by individual grantees; and
 - vi) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources.

Strengths:

All of the Department's five community indicators are incorporated in detail including their data sources. The proposed academic strategies for Bread and Roses are based on sound research, including that of Mass Insight's, and are likely to significantly impact

student achievement. ADC's prior track record with Marshall also is evidence of prior success. The strategy for using data to manage the project such as using the dashboard, extranet, and data sub-committee's role are clear. The role of community services are included in addition to academic services to students, such as home visits, parent education program, financial literacy, kinship care support, etc. The charrette process to produce the needs assessment is clear and logical and significantly involves the community throughout the process. The applicant also commits to working with a national evaluator.

Weaknesses:

In citing ADC's proposed coordination with similar or related efforts and with appropriate local, state or federal resources, the applicant does not name any specific agencies or partnerships, current or proposed. The applicant speaks of some of its past coordination, but only broadly.

Reader's Score: 19

Selection Criteria - Quality of Project Services

- 1.a) The Secretary considers the quality of the services to be provided by the proposed project.
- b) In determining the quality of the project services, the Secretary considers
 - i) The extent to which the applicant describes proposed solutions to be provided by the proposed project that are based on the best available evidence including, where available, strong or moderate evidence;
 - ii) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards; and
 - iii) The extent to which the applicant explains how the needs assessment and segmentation analysis will be used to determine that children with the highest needs receive appropriate services to meet academic and developmental outcomes.

Strengths:

The proposal's 31 strategies each include a strong research basis. The educational strategies and the partners to help implement them such as Bank Street, Teachers College, SUNY, etc. are highly likely to improve student performance against rigorous academic standards. On p47 ADC mentions using a segmentation analysis to investigate more deeply the potential areas where ADC should differentiate its interventions based on constituent need - which satisfies the criteria of identifying students with the highest need.

Weaknesses:

More detail should be provided as to how the segmentation analysis will be carried out.

Reader's Score: 14

Selection Criteria - Quality of Project Personnel

- 1.a) The Secretary considers the quality of the project personnel who will carry out the proposed project.
- b) In determining the quality of the project personnel, the Secretary considers the qualifications, including relevant training and experience, of the applicant, including the project director, and the prior performance of the applicant on efforts similar or related to the proposed Promise Neighborhood.
- c) Relevant experience includes the applicant's experience in and lessons learned by

- i) Working with the school or schools described in paragraph 2 of Absolute Priority 1;
- ii) Serving the neighborhood and its residents;
- iii) Collecting, analyzing, and using data for decision-making and ongoing improvement;
- iv) Creating formal and informal relationships, and generating community support to achieve results; and
- v) Securing and integrating funding streams from multiple public and private sources.

Strengths:

The HPN project director (Ms. Tanksley-West) has significant experience using data for management, as does the rest of the institution. The ADC staff have significant involvement in the local community, has significant involvement with creating formal and informal partnerships, and have been involved heavily in Thurgood Marshall school.

Weaknesses:

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

- 1. a) The Secretary considers the quality of the management plan for the proposed project.
- b) In determining the quality of the management plan of the proposed project, the Secretary considers--
 - i) 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;
 - ii) The extent to which the memorandum of understanding described in paragraph 5 of Absolute Priority 1 describes each partner's financial and programmatic commitment; how each partner's existing vision, theory of action, and theory of change, and existing activities align with those of the proposed Promise Neighborhood; and the governance structure of the proposed Promise Neighborhood;
 - iii) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of families, school staff, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate; and
 - iv) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to sustain and scale up the proposed Promise Neighborhood.

Strengths:

ADC plans to include community members on the advisory boards and to solicit community input during program design and implementation. The proposal lays out ADC's extensive track record of securing public and private funds. The methods, activities and success of program performance are the basis for continued and future funds. The proposal shows a clear alignment of each partner's theory of action and theories of change with one another, and delineates their specific contribution.

Weaknesses:

Reader's Score: 20

Selection Criteria - Significance

1. a) The Secretary considers the significance of the proposed project.
- b) In determining the significance of the proposed project, the Secretary considers
 - i) The likelihood that the proposed project will result in long-term systems change or improvement;
 - ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population;
 - iii) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies; and
 - iv) The potential to sustain and apply the model of the proposed project or strategies, including, as appropriate, the potential for implementation of the model in a variety of settings.

Strengths:

The proposal makes a clear case for building the capacity of the 2 schools, ADC and of the PN area of Central Harlem. The model could easily be applied to other settings, including a larger neighborhood, additional schools, and could grow to incorporate additional partners - or go deeper with current ones. The proposal lists several new strategies for ADC and the proposed schools, particularly with regard to education and wrap around support.

Weaknesses:

Reader's Score: 10

Status: Submitted

Last Updated: 8/18/10 10:20 AM

Status: Submitted

Last Updated: 8/26/10 11:30 PM

Technical Review Coversheet

Applicant: Abyssinian Development Corporation -- Programs, Education (U215P100326)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1.Need for Project	10	10
Quality of Project Design		
1.Project Design	20	20
Quality of Project Services		
1.Project Services	15	15
Quality of Project Personnel		
1.Project Personnel	25	25
Quality of the Management Plan		
1.Management Plan	20	18
Significance		
1.Significance	10	10
	Sub Total	98
	Total	98

Technical Review Form

Panel #18 - Panel - 18: 84.215P

Reader #3: *****

Applicant: Abyssinian Development Corporation -- Programs, Education (U215P100326)

Questions

Selection Criteria - Need for Project

1. a) The Secretary considers the need for the proposed project.
- b) In determining the need for the proposed project, the Secretary considers-
 - i) The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators;
 - ii) The extent to which the geographically defined area has been described; and
 - iii) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities will be identified and addressed by the proposed project.

Strengths:

Applicant comprehensively and specifically fulfilled the requirements of this section. Applicant comprehensively and specifically fulfilled the requirements of this section and clearly defines the severity of the problem to be addressed, relevant indicators and the targeted geographic area to be served by the project. The geographic area is Harlem and surrounds the 202 year old Abyssinian Baptist Church (134th to 140th and map for project area is attached in appendix F) This area is comprised of 825 African Americans and the remaining percentage mostly Hispanic. The median household income is \$21, 195 with 33.4% below poverty, the unemployment rate is 19.8% and homeownership rates are 12%. Other relevant indicators include chronic health issues with challenges at disproportionately higher rates than the citywide averages and increases in violent crimes. Academic Indicators point to high suspension rates, difficulty recruiting and retaining qualified teachers and poor performance on standardized tests. The applicant also addresses gaps in weaknesses and the need to conduct an assessment to address the needs of a broad range of residents.

Weaknesses:

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. a) The Secretary considers the quality of the design of the proposed project.
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 - i) The extent to which the applicant describes how it will plan to build a continuum of solutions designed to significantly improve the academic and family and community support indicators in this notice;
 - ii) The extent to which the continuum of solutions includes a strategy, or a plan to develop a strategy, that will lead to significant improvements in one or more schools described in paragraph 2 of Absolute Priority 1;
 - iii) The extent to which the applicant describes strategies for using data to manage program implementation, inform decision-making, engage stakeholders, and measure success;
 - iv) The extent to which the applicant identifies and describes academic and family and community support indicators to be used for the needs assessment during the planning year;
 - v) The extent to which the applicant demonstrates a commitment to work with the

Department and with a national evaluator for Promise Neighborhoods to ensure that data collection and program design are consistent with plans to conduct a rigorous national evaluation of the Promise Neighborhoods Program during the implementation phase and of specific solutions and strategies pursued by individual grantees; and

vi) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources.

Strengths:

Applicant has responded comprehensively and specifically to the requirements of this section.

Applicant has responded comprehensively and specifically to the requirements of this section. The existing ADC is the governing board for the Promise neighborhood project and along with the PN advisory board (composed of 15 partner organizations) will ensure quality planning and implementation. (e6). The applicant will utilize the National Charrette Institute (NCI) model to build the continuum of solutions (e6). The community planning charrette will ensure that the HPN plan is sufficiently informed by the community members it is intended to serve (e7). Longterm goals of ADC and it's partners is to improve student performance, improve school climate, improve teacher leader quality, increase meaningful parent engagement and increase participation of community based organizations. Applicant also clearly defines use of data (e11) needs assessment indicators(e14) and coordination of efforts with community resources.

Weaknesses:

Reader's Score: 20

Selection Criteria - Quality of Project Services

- 1.a) The Secretary considers the quality of the services to be provided by the proposed project.
- b) In determining the quality of the project services, the Secretary considers:
 - i) The extent to which the applicant describes proposed solutions to be provided by the proposed project that are based on the best available evidence including, where available, strong or moderate evidence;
 - ii) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards; and
 - iii) The extent to which the applicant explains how the needs assessment and segmentation analysis will be used to determine that children with the highest needs receive appropriate services to meet academic and developmental outcomes.

Strengths:

Applicant has responded comprehensively and specifically to the requirements of this section.

ADC has developed solutions that provide a continuum of solutions from cradle to career that provides seamless transitions at key transition points for students as portrayed in the chart depicted on page e17. The transition points --Convene, Research, Collaborate, Document and Achieve describe the applicants approach to implement services. The applicant also depicts 31 comprehensive services that will be delivered at transition point which are depicted on e17 thru e27.

Weaknesses:

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

1. a) The Secretary considers the quality of the project personnel who will carry out the proposed project.
- b) In determining the quality of the project personnel, the Secretary considers the qualifications, including relevant training and experience, of the applicant, including the project director, and the prior performance of the applicant on efforts similar or related to the proposed Promise Neighborhood.
- c) Relevant experience includes the applicant's experience in and lessons learned by:
 - i) Working with the school or schools described in paragraph 2 of Absolute Priority 1;
 - ii) Serving the neighborhood and its residents;
 - iii) Collecting, analyzing, and using data for decision-making and ongoing improvement;
 - iv) Creating formal and informal relationships, and generating community support to achieve results; and
 - v) Securing and integrating funding streams from multiple public and private sources.

Strengths:

Excellent selection of personnel to achieve project goals and resumes of the Executive Team are attached (e0thru e16). Excellent selection of personnel to achieve project goals and resumes of the Executive Team are attached (e0thru e16).

For over 20 years, ADC, and its education work and in particular, has enjoyed significant investment from a variety of stakeholders, representing a diversity of sources, for small to very large programmatic and capital projects. The applicant provides clear details of past experience in the following areas:

- Securing and integrating multiple funding streams (38)
- SeCreating relationships and generating community support (e38)
- Experience collecting, analyzing, and using data (e36)
- Serving the neighborhood and its residents (e35)
- Track Record of Success (e33)
- Work with other schools (e33)

).

Weaknesses:

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. a) The Secretary considers the quality of the management plan for the proposed project.
- b) In determining the quality of the management plan of the proposed project, the Secretary considers--
 - i) 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;
 - ii) The extent to which the memorandum of understanding described in paragraph 5 of Absolute Priority 1 describes each partner's financial and programmatic commitment; how each partner's existing vision, theory of action, and theory of change, and existing activities align with those of the proposed Promise Neighborhood; and the governance structure of the proposed Promise Neighborhood;
 - iii) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of families, school staff, the

business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate; and

iv) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to sustain and âscale upâ the proposed Promise Neighborhood.

Strengths:

The applicant brings together 18 diverse partners to implement the project in a comprehensive manner. The Project Director will be responsible for oversight and management of the HPN plan and directly supervise full-time HPN staff which includes a Project Coordinator, responsible for managing the HPN workplan and partner/ community relations, and a Data Specialist responsible for the needs assessment and segmentation analysis including conducting up to 10 focus groups in 5 different areas that need deeper investigation. The team will receive additional support from graduate student interns and consultants. ADC has experience managing consultants and graduate interns on similar projects in the past and has used them to conduct and commission community surveys for its NNORC (community and Visiting Nurse Services Advantage Survey), Head Start, and Abyssinian Neighborhood Project. The HPN team will implement and manage the timeline and milestones for the project (as described in the project design section) and ensure the project adheres to the proposed goals and objectives.

Formal relationships have been established and preliminary MOUs depicting partner commitment have been agreed upon (e0 thru e17).

Weaknesses:

Reviewer would have liked to have seen more in-kind services from the partners.

Reader's Score: 18

Selection Criteria - Significance

1.a) The Secretary considers the significance of the proposed project.

b) In determining the significance of the proposed project, the Secretary considersâ

i) The likelihood that the proposed project will result in long-term systems change or improvement;

ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population;

iii) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies; and

iv) The potential to sustain and apply the model of the proposed project or strategies, including, as appropriate, the potential for implementation of the model in a variety of settings.

Strengths:

For over 20 years, ADC has enjoyed significant investment from a variety of stakeholders, representing a diversity of sources, for small to very large programmatic and capital projects. The applicant will ensure that the requirements are met by implementing the following strategies.

Tracking available sources and funding (e42)

Applying the model (e42)

Long-term systems change or improvement (e43)

Building local capacity (e 44)

Promising new strategies (e44)

Weaknesses:

Reader's Score: 10

Status: Submitted

Last Updated: 8/26/10 11:30 PM