

Status: Submitted

Last Updated: 8/20/10 10:38 AM

Technical Review Coversheet

Applicant: Cesar Chavez Public Policy Charter High School -- Home Office, (U215P100090)

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	18
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	20
Significance		
1.Significance	10	10
	Sub Total	98
	Total	98

Technical Review Form

Panel #12 - Panel - 12: 84.215P

Reader #1: *****

Applicant: Cesar Chavez Public Policy Charter High School -- Home Office, (U215P100090)

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 has explained the magnitude of the problem in depth by giving statistics of unemployment (17 percent vs. 11 percent citywide), 33 percent of adults lack a high school diploma or GED, only 20 percent of the neighborhood own homes, and crime rates have increased (p.7). Children are most vulnerable with a lack of medical centers, pediatric care, and the highest teen pregnancy rate in DC (25 percent of births in the community were to mothers less than 20 years old) (p. 8). Few mothers receive adequate prenatal care, increasing low birth weight. The incidence of chronic diseases such as asthma and childhood obesity is the highest in the nation (p. 9). The schools have a high need population with 80% qualifying for free or reduced lunch. Cesar Chavez qualifies as a low performing school; graduation rate is only 58% (p. 11). The elementary schools and high school are performing below standard on the statewide reading and math assessments (p. 12). The geographical area is described as a continuous neighborhood that has declined with a mass exodus of the middle class (p. 4).

Weaknesses:

No weakness noted

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 has a vision, mission, approach and specific goals to achieve academic improvement (p. 15). Each child will receive the "Five Promises." The applicant plans to coordinate efforts with residents, government officials, District-wide representatives, financial and other resources (p. 17). The Advisory Board will develop a framework for integrating the continuum of services at the child and family level, review, integrate, and approve recommendations for scaling up to serve all children, and replicate services to other neighborhoods (p. 17). The Urban Institute will assist the Result-Driven Work Groups to track indicators. They will use ETO Impact software to track data then coordinate with all service partners to ensure that each child and family have identification in the system (p. 39). The data will be used to track participants, track services provided, referrals, outcomes, achievement of milestones, and completion (p. 40). The applicant states they will work with the Department and national evaluators. RDWG will track the percentage of students at grade level in core subject areas (p. 24). A needs assessment will consist of two components: qualitative focus groups of community residents and develop a baseline neighborhood survey (pgs. 45-46). The schools will work with MENTORS and Watch D.O.G.S. to promote a positive adult role model in students' lives.

Weaknesses:

The focus of the application is the improvement of the schools; there was a lack of information as to how the applicant will improve the community (-2).

Reader's Score: 18

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 builds a strong case that there will be improvements in student academic achievement as indicated by their needs assessment, tracking of data, implementation of SAM, RTTT, and turnaround model. Turnaround model will be used at Chavez Parkside. Turnaround will embed a team of full-time specialists to work with Chavez mental health and curriculum teams to develop and implement plans for the lowest 15% of students who detrimentally influence school culture through poor behavior (p. 27).

Weaknesses:

No weaknesses noted

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:

The founder and CEO of Chavez Public Charter Schools has 15 years of experience as a public school educator and a Masters degree in Education, Administration and Social Planning (p. 54). She has organized a Steering Committee that met weekly conducting preliminary planning and community needs assessments to identify the core partners needed in the project. The Director of Community Engagement is a resident of Parkside-Kenilworth neighborhood (p. 56) and develops relations with the residents and assesses their needs. The applicant has a highly qualified Project Manager who has experience with promoting economic success for families in distressed neighborhoods. They have hired the Urban Institute to collect and manage data, and address research and evaluation needs (p. 57). The applicant has in place a fundraising team who has secured over 50% of match funds for the planning grant (p. 60).

Weaknesses:

No weakness noted

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 has created a flow chart depicting responsibilities, time allocated by personnel and committees (p. 62). Each employee has set duties and responsibilities in overseeing the success of the Promise Neighborhood project as delineated on pages 63 and 64. Work-groups will elect a chairperson and develop recommendations based on data analysis and research (p. 66). The work-groups will meet every 4 to 6 weeks. Group facilitators will attend regular meetings with the Director of Planning and with the Data & Evaluation Team, thus maintaining open communication (p. 66). The applicant has demonstrated an ability to attract a diverse perspective by the people serving on the Advisory Board and the engagement of the community (p. 69).

Weaknesses:

No weakness noted

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 applicant plans to replicate the model through organic expansion and strategic replication to other geographical areas. The applicant has a strong Fundraising Team who engages the community at large through tours and educational events attracting new financial partners (p. 72). The applicant has new strategies to include students who do not attend the footprint schools and provide services for their families. In addition principals from schools outside of the footprint will be invited to sit on the Principals Council to see first hand how the Promise Neighborhood is changing the lives of students and their families (p. 75).

Weaknesses:

No weakness noted

Reader's Score: 10

Status: Submitted

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Status: Submitted

Last Updated: 8/16/10 4:03 PM

Technical Review Coversheet

Applicant: Cesar Chavez Public Policy Charter High School -- Home Office, (U215P100090)

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	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	20
Significance		
1.Significance	10	9
Sub Total	100	99
Total	100	99

Technical Review Form

Panel #12 - Panel - 12: 84.215P

Reader #2: *****

Applicant: Cesar Chavez Public Policy Charter High School -- Home Office, (U215P100090)

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:

Beginning on p. 4, Applicant provides extensive detail on the specific geographic area which represents five contiguous neighborhoods. The description of the neighborhood enables a clear understanding of the current state of the targeted area.

Applicant provides a thorough description of the targeted neighborhoods and schools it plans to support. Descriptive evidence and statistics of poverty levels, crime and unemployment rates, indicating a high concentration of poverty, impoverished and isolated targeted area supports a strong rationale for project need.

As indicated on p. 6 of the proposal, the targeted community is a highly impoverished area with 31% below poverty line, unemployment of 17% and 20% homeownership rates. Such data represents core issues that will negatively impact the future of the children within the community.

Applicant not only focuses on the economic issues in the area, but also on p. 10 provides extensive detail on the state of health issues in the area. Applicant provides detailed evidence on challenges faced due to high poverty, teen pregnancy rates, limited prenatal care and low levels of health insurance for children in the area. Due to these statistics, it is evident that the children in the targeted area are being negatively impacted by the current state of their neighborhood and community.

Extensive detail is provided for the four targeted schools proposed to be served. Consistent with the expectations of the project, there is at least one school that is suffering from extremely low academic levels and another school that has a strong academic foundation and increasing achievement levels. The data provided in the chart on p. 12 provides a good snapshot of the history and current state of the academic levels of the targeted schools.

Weaknesses:

None.

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:

Beginning on p. 15, Applicant provides an extensive overview of its vision, mission and specific goals which focus on the development of the whole child. This detail effectively supports the proposed continuum of solutions with a focus on supporting early childhood development through graduation and creating post-secondary opportunities.

Applicant clearly segments the proposed work and links detail to specific academic achievement goals and indicators. Each of the indicators is linked to specific goals and data that will be used to track progress of proposed project.

Through an assessment of academic and community needs, Applicant has already attracted an early childhood center to the targeted area ensuring that children in the area are ready for kindergarten. Detail on this work is described on p. 22. This is clear evidence of the Applicant's ability to support and implement its goals.

Applicant provides detailed explanation on how it plans to use data throughout the planning process and thereafter. In assessing potential instructional strategies, Applicant supports its decision-making and selection process based on research and data. On p. 26, Applicant discusses specific research to support its rationale for establishing a new high-tech science lab in one of the targeted schools.

Applicant provides specific indicators for encouraging family and community support through current partnerships. The proposed supports include focuses on adult/parental support, youth and community development and mentoring. These are critical supports that will not all only positively impact students, but their families as well.

Applicant plans to leverage an external organization to oversee data management and tracking process. On p. 39, Applicant provides extensive detail on its evaluation partner the Urban Institute. The detail provides strong evidence that it has selected a high quality partner with a successful track record for managing multi-faceted data and software systems.

Weaknesses:

None.

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 considersâ
 - 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 provides detailed outcomes for each of its focus areas and indicators. The academic program and project indicators are well detailed. Beginning on p. 47, Applicant segments each project indicator which range across health, safety and academic indicators.

Throughout the proposal, Applicant leverages numerous sources of data, research and analysis to support its goals and chosen indicators. On p. 31, Applicant supports its focus on health/well-being indicators with impact on achievement success. As a result, the Applicant will ensure that all workgroups are effectively integrated to properly align continuum of services.

Applicant clearly specifies the data systems and tools it will use to monitor progress in each project indicator. According to the detail provided, each indicator will be monitored at multiple levels. As an example in assessing age-appropriate functioning for pre-school, pre-K and kindergarten students, Applicant will use DIBELS early literacy assessments, as well as, data from DCPS and OSSE to collect data on children diagnosed with development delays. Utilizing multiple complementary assessment sources will enable Applicant to leverage a cross-section of a data analysis to address needs.

Applicant plans to use both qualitative and quantitative data to conduct a needs assessment in determining highest need of services. Leveraging qualitative data which includes focus group input from community residents including teenagers and young adults will enable Applicant to not only base assessment on hard data, but to also integrate the perspectives and realities of the targeted community.

Detail provided on increasing academic standards and achievement levels is integrated in the goals of its individual work groups that are designated to oversee each of its project goals and indicators. Applicant provides evidence of not only leveraging current reform models at each school, but to also leverage specific data to improve upon these efforts. As an example, after reviewing research on the impact of quality summer school for poor and minority children Applicant plans to re-design summer school programs. The purpose of this redesign is to have a dedicated presence in the neighborhood and go above beyond standard remediation programs.

Applicant provides detailed evidence of specific instructional strategies and supplemental programs that will be leveraged and the success and prior impact of selected academic programs. In assessing its current social and emotional programming, Applicant recognized the need for a supplemental curriculum to further support instructional goals.

Weaknesses:

None.

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 depth of experience of project personnel is extensive with a strong record of success. Each of the proposed members possesses subject matter expertise that will be beneficial in overseeing the effective execution of the project. On p. 56, Applicant indicates that through external funding it will leverage the services of a project management consultant to serve as the Director of Planning.

Establishing such a role will enable additional resources to support the Project Director in overseeing the effective execution of the project.

The proposed Project Director possesses extensive experience with a record of success in establishing high achieving school environments, inspiring a collective vision and establishing high quality collaborative partnerships.

In an effort to bolster direct knowledge of school management, the founder of the organization took steps to gain additional school-based experience by serving as principal of two of the targeted neighborhood schools. This displays a real commitment to integrating the "real world" perspectives and realities each of the schools face and how administration manages those issues.

Applicant has already established a proven track record in fundraising and raised substantial funds to support the proposed project. On p. 60, Applicant indicates that it has collected cash match commitments of nearly \$346,075 and in-kind contributions valued at \$693,625. Additionally, a key management team member includes the former Director of Development of the Harlem Childrens Zone. This combination of current financial support, as well as, direct expertise in supporting a similar initiative provides early indicators of the Applicant's ability to financially support the project.

Applicant provides extensive evidence of its ability to create formal and informal partnerships throughout the proposal. Based on its reputation, Applicant was able to secure the support and Alma Powell, Chair of America's Promise to serve on the steering committee. Additionally, America's Promise staff will be providing direct support to the project. Applicant has also been able to leverage the ongoing support of in-kind facilitators to support the planning process.

On p. 64, Applicant lists facilitator organizations aligned with each of the ten goal areas that will be the focus of the project. Each of the listed partner organizations possess specific expertise and a track record of success in the matched goal area.

Related to ability to establish partnerships, Applicant also includes in the appendix numerous letters of support and financial investment agreements.

Weaknesses:

None.

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.
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 - 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:

Beginning of p. 17, Applicant details its governance structure including expectations, responsibilities and meeting frequency during the planning year.

Applicant's planning process has been ongoing for the past two years. During this time, Applicant has established a management team, built diverse community representation, established a steering committee and recruited the support of prominent partnership support. The depth of planning and management that has already occurred lays a strong foundation for the potential success of this project.

Applicant provides a well detailed management plan with specific oversight responsibility, governance structure, core responsibility and organizational structure. Beginning on p. 61,

Applicant includes a detailed organization chart which clearly delineates reporting relationships, core responsibilities and percentage of time dedicated to the project.

In the planning process, Applicant has ensured that it thoughtfully includes the voices and perspectives of the residents that will be served by its programs. There is a strong focus on community engagement. On p. 15, Applicant details a focus on including community voice in the planning process. Additionally, in the appendices Applicant provides specific letters of support and financial contributions from local residents.

Additionally on p. 17, Applicant provides detail on planned resident retreats and monthly neighborhood meetings. Through this work, it is clear that the Applicant is committed to ensuring that the targeted community is actively involved in the development of this project.

Applicant has also established a structure to incorporate the voice and perspective of the school administrators through its Principals Council as described on p. 17. There appears to be a clear partnership between the lead organization and the schools and have obtained buy-in and support with the proposed theory of action and change. In addition to administrators, school staff will also be included in this process.

On p. 59, Applicant indicates that is has collected cash match commitments of nearly \$346,075 and in-kind contributions valued at \$693,625. Additionally, a key management team member includes the former Director of Development of the Harlem Childrens Zone. The combination of current financial support, as well as, direct expertise in supporting a similar initiative provides early indicators of the Applicants ability to financially support the project after the federal grant.

The included MOU in Section C of the appendix provides a detailed budget for all staff, consultants, in-kind contributions and detailed computations.

Weaknesses:

None.

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 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:

Given the detailed and comprehensive planning, there is very high likelihood that the proposed project will result in long-term change and improvement.

Beginning on p. 19, Applicant provides detail on strategies that are currently in place and how it plans to build upon these strategies to make substantive improvements at the four partner schools.

Included is detail on the current reform strategies at each school. As an example, after reviewing research on the impact of quality school summer school for poor and minority children Ã¢â Applicant plans to re-design summer school programs to have a dedicated presence in the neighborhood and go above beyond standard remediation programs.

The depth of planning and detail provided for the proposed project presents a very strong opportunity for transference to other communities of similar demographics.

Weaknesses:

The only outstanding question on impact and significance is a reference in the proposal that the majority of children in the targeted area do not attend the four selected partner schools. While the overall project will undoubtedly have a strong impact on the targeted neighborhood, overall significance would be further bolstered by direct support of the partner schools. It is understood that the primary barrier for this issue is the city's geographic open enrollment policy.

Reader's Score: 9

Status: Submitted

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Status: Submitted

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Technical Review Coversheet

Applicant: Cesar Chavez Public Policy Charter High School -- Home Office, (U215P100090)

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	13
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 #12 - Panel - 12: 84.215P

Reader #3: *****

Applicant: Cesar Chavez Public Policy Charter High School -- Home Office, (U215P100090)

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 presents convincing statistics on the need for services to this population. The severity of problems include a designation of "concentrated poverty," with 31% of residents and 38% of children living below poverty, a rate 10% higher than the city average. High school graduation rates are just 33%. The target area has double the city average teen pregnancy rate. 80% of students receive free and reduced lunch. Area schools have shown some signs of academic growth, although achievement levels remain very low.

The planners have thoroughly documented gaps in services, and a needs analysis has already been completed.

Weaknesses:

No weaknesses found.

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 proposed program aligns with the five promises of America's Promise Alliance. The project mission, approach and goals are completely aligned with the intent of the Promise Neighborhood grant. The values demonstrate respect for program participants. The planning strategy includes listening to residents (community engagement), a focus on data and evidence-based programs, as well as results. Advisory Board membership is representative of key needs, and the Board is expected to meet monthly. Results Driven Work Groups include residents, school personnel, service providers, government officials, funders, policy experts, and other stakeholders, and also will meet monthly. The Urban Institute will provide evaluation services. Three retreats, facilitated by America Speaks, will communicate program progress to 150 residents. Monthly dinners, convening since November of 2009, and averaging 75 attendees, will continue throughout the project. The Principals' Council, a consortium of area traditional district and charter schools is already meeting regularly - overcoming a history of school organizational structure animosity and focusing on students. Schools are already implementing turnaround models, and show willingness to improve.

There is an emphasis on cooperation (for example, the summer learning experiences are open to all children, regardless of the school the student is enrolled in). Use of Building Excellent schools is commendable, as this organization has a strong track record of success.

The applicant agrees to participate in the national evaluation.

The proposal includes very specific, evidence-based strategies for each of ten areas of focus. The proposal includes planned use of Efforts to Outcomes, a multi-system longitudinal data system to capture and report performance outcomes. The Urban Institute has experience linking to the DC education data set, understands student identifiers, data policies, and the need for real time data to inform program staff.

Qualitative data will be gathered from focus groups, which include teenagers and young adults. School climate surveys will be conducted. Instruments to measures indicators are defined.

Weaknesses:

No weaknesses found.

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 considersâ
 - 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:

Proposed solutions are based on evidence. The Urban Institute, a highly respected and experienced social research agency, will track process as well as outcomes data. The applicant evidences understanding of academic rigor, and has successfully improved the academic outcomes of the children in the target area.

The applicant provided convincing evidence that the needs assessment and segmentation analysis will assure that children with the highest needs receive appropriate services.

Weaknesses:

Cesar Chavez School showed great marked improvement in 2009, but ongoing data that demonstrates continued progress would strengthen the proposal.

Reader's Score: 13

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:

Project staff have been researching HCZ and visioning collaborative solutions with the Steering Committee for two years. Solutions are "out of the box," and not wedded to silos. Project personnel are widely respected, and have evidenced strong outcomes. America's Promise Alliance and the Annie E. Casey Foundation have provided staff. The Urban Institute are experienced social research evaluators. Pro-bono work from the Director of Development from HCZ has been provided. Cash commitments totaling \$346,075 from individuals, corporations and foundations, demonstrate the ability form relationships and to excite and inspire commitment.

Weaknesses:

No weaknesses were found.

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 proposal includes a detailed management plan, showing roles and relationships. The Project Director will be 100% dedicated to task. Expert facilitators from key organizations (Achieve and The Council of Great City Schools, for example) have been named.

A strong fundraising team is in place. Monetary support (\$50,000 grant) from the Office of the State Superintendent for Education has been secured.

There is an extensive communications and outreach plan.

Partner support letters documented their vision, theory of action and theory of change, as requested.

Weaknesses:

No weaknesses were found.

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:

There is strong evidence of relationship building, leading to a high likelihood of project success. An influence campaign has already built widespread awareness and support with residents, practitioners and policymakers. Alma Powell, of American's Choice, is Board Chair, lending great influence.

Washington Grantmaker's hosted "What do Promise and Choice Neighborhoods mean for funders?" took place on June 3, with follow-up planned for October 2010. A fundraising plan is in place, including work with Mosaica, LLC, an entity that builds capacity for nonprofits. Board work, such as creating governance policies and a permanent Board of Trustee has already begun. A business plan is already written. DC Appleseed is providing policy analysis.

Weaknesses:

No weaknesses were found.

Reader's Score: 10

Status: Submitted

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