

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

Status: Submitted

Last Updated: 11/02/2011 05:46 PM

Technical Review Coversheet

Applicant: Campo Band of Mission Indians (U215P110103)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	14
Quality of Project Design		
1. Quality of Project Design	20	19
Quality of Project Services		
1. Qual. of Project Services	20	17
Quality of the Management Plan		
1. Qual. of Management Plan	45	35
Priority Questions		
Competitive Preference Priority		
CPP4 Early Learning		
1. CPP4 Early Learning	2	2
CPP5 Internet Access		
1. CPP5 Internet Access	1	0
CPP6 Arts and Humanities		
1. CPP6 Arts and Humanities	1	1
Competitive Preference Priorities		
CPP7 Affordable Housing		
1. CPP7 Affordable Housing	1	0
Invitational Priority		
Adult Education		
1. Adult Education	0	0
Total	105	88

Technical Review Form

Panel #4 - Panel - 4: 84.215P

Reader #3: *****

Applicant: Campo Band of Mission Indians (U215P110103)

Questions

Selection Criteria - Need for Project

1. Please respond to the sub-questions regarding the Need for Project.

Reader's Score: 14

Sub Question

1. The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators identified in part by the needs assessment and segmentation analysis.

Strengths:

The applicant provided some general statistics for California state and for Native American families/youth (pgs 1-11). The included specific statistics for their community (pgs 12-13) and for their school district (pgs 13-17). The applicant outlined the specific issues for children at Campo Elementary including types of support staff available to the children, proficiency levels, and behavior risk factors (pgs 14-16).

Weaknesses:

The general data provided on California was overarching themes but not specific to relate to the identified community to be served.

Reader's Score: 9

2. The extent to which the geographically defined area has been described.

Strengths:

The applicant includes a description of the geographic area served including the boundaries (pgs 11-12). The applicant included maps to indicate the specific area identified for this project (pg 12).

Weaknesses:

None noted.

Reader's Score: 5

Selection Criteria - Quality of Project Design

1. Please respond to the sub-questions regarding the Quality of Project Design.

Reader's Score: 19

Sub Question

1. The extent to which the continuum of solutions will be aligned with an ambitious, rigorous, and comprehensive strategy for improvement of schools in the neighborhood.

Strengths:

The applicant includes a clear description of their six specific areas to focus on for this project as defined by resilience, staff development, early childhood, parent engagement, academic achievement, and health and safety wellness. With each focus area they provide a clear description of the issues and research associated with that focus areas (pgs 26-37). The applicant identifies what level and what domain each of the six focus areas will depend on for growth and improvement. The applicant includes specific suggested resources that they will utilize for each focus area which demonstrates their comprehensive strategy that they will utilize when looking for long term improvement.

Weaknesses:

None noted.

Reader's Score: 10

2. The extent to which the applicant describes a proposal to plan to create a complete continuum of solutions, including early learning through grade 12, college- and career-readiness, and family and community supports, without time and resource gaps that will prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career.

Strengths:

The applicant describes their desire to explore the Evan Start model for early childhood learning specifically how it relates to Tribal communities as demonstrative by NACP through San Diego State University (pg 26-28). They plan to address school age children by providing specific training for parents to empower them based on a Community Schools model (pg 34) and through helping students become engaged learners through ARTZ Visual arts curriculum and STEM programs (pgs 32-35).

Weaknesses:

It is unclear how the specific grade school selected will be the center for the programs; most things are community level even though they stated that Campo Elementary School would be their focus.

Reader's Score: 4

3. The extent to which solutions leverage existing neighborhood assets and coordinate with other efforts, including programs supported by Federal, State, local, and private funds.

Strengths:

The applicant includes a description of two non profits that they work with that will provide their experience through land conservation and STEM activities (pgs 32-33). They propose to utilize peer-to-peer programs to support children and how that can relate to building individual assets (Search Institute) (pg 34). They are also working with local employers to be a part of their planning committee and their local Chamber of Commerce (pg 37).

Sub Question

Weaknesses:

None noted.

Reader's Score: 5

Selection Criteria - Quality of Project Services

1. Please respond to the sub-questions regarding the Quality of Project Services.

Reader's Score: 17

Sub Question

1. The extent to which the applicant describes how the needs assessment and segmentation analysis, including identifying and describing indicators, will be used during the planning phase to determine each solution within the continuum.

Strengths:

The applicant includes five specific outcomes that they propose to address and lists several indicators for each of those outcomes (pgs 25-36). They include additional measures and resources that they would utilize for that specific program area (pgs 25-36). The applicant provides a clear description and linkages between goals, indicators and program development along the continuum of services to be offered.

Weaknesses:

The applicant did not include a clear outline of how they would work with the other group partners to ensure they are collecting and proceeding as planned to address their indicators and goals.

Reader's Score: 9

2. The extent to which the applicant describes how it will determine that solutions are based on the best available evidence including, where available, strong or moderate evidence, and ensure that solutions drive results and lead to changes on indicators.

Strengths:

The applicant included research citations and additional resources that they propose to utilize for each specific program outcome that they are focused on. These citations and resources provide support that indicates they have invested in the program planning process and are ready to move forward to link those resources to their anticipated outcomes for their local community.

Weaknesses:

The applicant included a list of resources that they propose to use with each program area; however, this section could be strengthened by providing some examples of how those resources have already been utilized in other Tribal communities or related programs.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

1. Please respond to the sub-questions regarding the Quality of the Management Plan.

Reader's Score: 35

Sub Question

- 1. Experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in working with the neighborhood and its residents; the schools described in paragraph (2) (b) of Absolute Priority 1; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.**

Strengths:

The applicant states that they have received support from key staff members from the targeted school (pg 37) and local non profits and business groups (pgs 37-39). They stress the importance of including diverse groups especially those that represent their specific community in the planning process for this project. The applicant proposes a steering committee to provide oversight and evaluation activities (pg 38). The steering committee will meet quarterly in its efforts for continuous improvement and program adjustments (pg 38).

Weaknesses:

None noted.

Reader's Score: 10

- 2. Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability.**

Strengths:

The applicant includes a chart that outlines the steering committee and each individual part of the management team including the specific data that each person/group will be responsible for collecting (pg 38). The applicant proposes to have evaluation and data collection dispersed among several components/individuals with the steering committee responsible for oversight (pgs 38, 40-41).

Weaknesses:

None noted.

Reader's Score: 15

- 3. Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in creating formal and informal partnerships, including the alignment of the visions, theories of action, and theories of change described in its memorandum of understanding, and creating a system for holding partners accountable for performance in accordance with the memorandum of understanding.**

Strengths:

The applicant includes detailed descriptions of program partners and how they relate to the project including specific staff and organizations and their responsibilities to the project (pgs 39-43). The applicant includes memorandums of agreement in the appendix to support the partnerships.

Sub Question

Weaknesses:

The applicant did not include a clear description of how they would hold partners accountable for performance; it is unclear how the steering committee or the management team would be responsible to make suggestions and changes based upon evaluation findings and continuous improvement.

Reader's Score: 7

4. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in integrating funding streams from multiple public and private sources, including its proposal to leverage and integrate high-quality programs in the neighborhood into the continuum of solutions.**

Strengths:

On page 37, the applicant states that there is little state support fiscally for school improvement efforts. In addition, they feel that federal funding cuts are also a significant deficit to identifying additional funding sources.

Weaknesses:

The applicant did not include a discussion on additional funding streams or leveraging the partnerships to ensure high quality programs. They merely state that there are no funding sources. They did not describe any of the partner funding sources or other grant programs that are operating in the community that might support this effort.

Reader's Score: 3

Priority Questions

Competitive Preference Priority - CPP4 Early Learning

1. **To meet this priority, an applicant must propose in its plan to expand, enhance, or modify, an existing network of early learning programs and services to ensure they are high-quality and comprehensive for children from birth through the third grade.**

Strengths:

The applicant included a clear description of their plans to enhance and expand early learning programs and has included the partners they propose to work with (pgs 3-4).

Weaknesses:

None noted.

Reader's Score: 2

Competitive Preference Priority - CPP5 Internet Access

1. **To meet this priority, an applicant must ensure that almost all students in the geographic area proposed to be served have broadband Internet access at home and at school, the knowledge and skills to use broadband internet access effectively, and a connected computing device to support schoolwork.**

Strengths:

The applicant did not identify this as a competitive priority under which it was applying.

Weaknesses:

The applicant did not identify this as a competitive priority under which it was applying.

Reader's Score: 0

Competitive Preference Priority - CPP6 Arts and Humanities

- 1. To meet this priority, an applicant must include in its plan opportunities for children and youth to experience and participate actively in the arts and humanities in their community so as to broaden, enrich, and enliven the educational, cultural, and civic experiences available in the neighborhood.**

Strengths:

The applicant outlines their arts and humanities programs and goals on pages 2-3. They include the skills that will be gained through the project.

Weaknesses:

None noted.

Reader's Score: 1

Competitive Preference Priorities - CPP7 Affordable Housing

- 1. To meet this priority, an applicant must propose to serve geographic areas that were the subject of an affordable housing transformation pursuant to a Choice Neighborhoods or HOPE VI grant awarded by the U.S. Department of Housing and Urban Development during FY2009 or later years.**

Strengths:

The applicant did not identify this as a competitive priority under which it was applying.

Weaknesses:

The applicant did not identify this as a competitive priority under which it was applying.

Reader's Score: 0

Invitational Priority - Adult Education

- 1. To meet this priority, an applicant must include a plan that is coordinated with adult education providers serving neighborhood residents, such as those funded through the Adult Education and Family Literacy Act, as amended. Coordinated services may include adult basic and secondary education and programs that provide training and opportunities for family members and other members of the community to support student learning and establish high expectations for student educational achievement. Examples of services and programs include preparation for the General Education Development (GED) test; English literacy, family literacy, and work-based literacy training; or other training that prepares adults for postsecondary education and careers, or supports adult engagement in the educational success of children and youth in the neighborhood.**

Yes

Reader's Score: 0

Status: Submitted

Last Updated: 11/02/2011 05:46 PM

Status: Submitted

Last Updated: 11/23/2011 11:24 AM

Technical Review Coversheet

Applicant: Campo Band of Mission Indians (U215P110103)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	14
Quality of Project Design		
1. Quality of Project Design	20	19
Quality of Project Services		
1. Qual. of Project Services	20	18
Quality of the Management Plan		
1. Qual. of Management Plan	45	39
Priority Questions		
Competitive Preference Priority		
CPP4 Early Learning		
1. CPP4 Early Learning	2	2
CPP5 Internet Access		
1. CPP5 Internet Access	1	0
CPP6 Arts and Humanities		
1. CPP6 Arts and Humanities	1	1
Competitive Preference Priorities		
CPP7 Affordable Housing		
1. CPP7 Affordable Housing	1	0
Invitational Priority		
Adult Education		
1. Adult Education	0	0
Total	105	93

Technical Review Form

Panel #4 - Panel - 4: 84.215P

Reader #2: *****

Applicant: Campo Band of Mission Indians (U215P110103)

Questions

Selection Criteria - Need for Project

1. Please respond to the sub-questions regarding the Need for Project.

Reader's Score: 14

Sub Question

1. The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators identified in part by the needs assessment and segmentation analysis.

Strengths:

The magnitude of the deep seeded issues is well portrayed. The culture; historical abuse and abandonment by the larger society of this sub-population of individuals; the isolation of the environment and tendency of the population to resort to crime, alcoholism and drug addiction; huge health related issues and the lack of work all contribute hugely to this neighborhood s poverty and deficits with education and interagency support systems. The drastic cuts in state educational funding clearly has had a negative impact on the schools capabilities and this is likely only to get worse. Also, the clear disproportionality in the number and percentage of Native American students arrested, placed into juvenile detention, etc. is further articulating the problems they are experiencing. The statement that Tribal youth in our proposed community concede that they are much more likely to go to jail than to college& is a powerfully effective one. The research from the literature on such things as the impact of poverty on families, school investment and educational achievement, etc. was well documented, very relevant and interspersed nicely throughout.

Weaknesses:

The narrative description articulates what presents as a terrible, multigenerational and persistent difficulty with this population resulting in major poverty. Actual statistics are provided on such things as graduation & drop-out rates, level of achievement in math; etc. and they suggest some nice progress is already being made relative to improvements in the quality of education.

A lot of the statistics were statewide or national in scope, which can be very helpful. At the same time, though, they helped to suggest how this region is doing relative to the state & nation, it was sometimes unclear how the Camp Band specifically was actually functioning (its status).

It was interesting that the need was largely focused upon the Native American population and hardly touched on the Latino/Hispanic, which it appears, could be a larger percentage of the community than Native Americans. Further clarification on the other sub-populations attending the K-8 school being focused upon would potentially have helped make the case more significantly.

Reader's Score: 9

Sub Question

2. The extent to which the geographically defined area has been described.

Strengths:

The narrative articulated quite well the rural, isolated, rugged and fire-prone aspects of this region of SE California. The schools and communities are quite far from key agency supports. It is the most remote reservation in the region.

Weaknesses:

None.

Reader's Score: 5

Selection Criteria - Quality of Project Design

1. Please respond to the sub-questions regarding the Quality of Project Design.

Reader's Score: 19

Sub Question

1. The extent to which the continuum of solutions will be aligned with an ambitious, rigorous, and comprehensive strategy for improvement of schools in the neighborhood.

Strengths:

The applicant has articulated a well thought out planning process that has a high potential for success. It is well researched, well thought out, based upon research based best practice, and in alignment with some ambitious efforts underway in the schools that have improved student engagement and focus in their education. This plan appears to want to build upon the good that is underway while at the same time counteracting the negativity of the terrible cuts in education funding statewide that are having a negative impact on positive efforts underway.

Weaknesses:

None.

Reader's Score: 10

2. The extent to which the applicant describes a proposal to plan to create a complete continuum of solutions, including early learning through grade 12, college- and career-readiness, and family and community supports, without time and resource gaps that will prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career.

Strengths:

The early learning system and the K-8 elementary focus are strong and the potential strategies are already well thought out. Working with San Diego State, The Southern Indian Health Council, and using the frameworks of research based programs such as Even Start, 2 year K programs potentially, peer to peer interaction and the use of the Psychology and Counseling students is an excellent process. The Tribal Education Director, as the Project Director, is in an excellent position/place to coordinate this project planning and collaboration. The OUTCOME Table" inserted at the end of sub-sections offer and excellent summary of the key efforts such as Increased staff development; empowering and engaging parents; improved early learning experiences, along with suggested resources and research.

Sub Question

Weaknesses:

The applicant's proposal focuses on Pre-K and one K-8 school rather than an early learning through grade 12 process. Although justifications are presented on this, this planning process could and likely should be looking at the comprehensive pre-K through grade 12 system. As currently structured, there is acknowledgement for the need for the full education system including transition services but the lack of including grades 9-12 (high school) is not there.

Reader's Score: 4

- 3. The extent to which solutions leverage existing neighborhood assets and coordinate with other efforts, including programs supported by Federal, State, local, and private funds.**

Strengths:

The applicant seems to have done much already to position itself to coordinate with and also leverage funding available in other community agencies to maximize the potential for success. Existing partnerships [San Diego State University's Native American Collaborators Project (NACP)] are explained and potential partnerships have already been quite comprehensively researched for their possible benefits in this project's success.

Weaknesses:

None.

Reader's Score: 5

Selection Criteria - Quality of Project Services

- 1. Please respond to the sub-questions regarding the Quality of Project Services.**

Reader's Score: 18

Sub Question

- 1. The extent to which the applicant describes how the needs assessment and segmentation analysis, including identifying and describing indicators, will be used during the planning phase to determine each solution within the continuum.**

Strengths:

The applicant has clear objectives based upon need assessments that have already taken place and describes various indicators that will be used to help them analyze their level of success in the process.

Weaknesses:

None.

Reader's Score: 10

- 2. The extent to which the applicant describes how it will determine that solutions are based on the best available evidence including, where available, strong or moderate evidence, and ensure that solutions drive results and lead to changes on indicators.**

Sub Question

Strengths:

Again, the applicant already has done a good amount of research collecting the best available evidence on what best practices are proven to be effective, what interventions are important for consideration, etc. An example is the incorporation of a Positive Behavioral Support model for addressing the prevention of behavior rather than a punitive system to respond to the behavior.

Weaknesses:

There is not a clear description on how the applicant will determine that solutions are based upon the best available evidence and how they will know if it is strong, moderate or low. The reader has an impression that the applicant understands this but how it will determine over time that solutions worked with are actually driving the results hoped for is not as clear as I would have liked.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

- 1. Please respond to the sub-questions regarding the Quality of the Management Plan.**

Reader's Score: 39

Sub Question

- 1. Experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in working with the neighborhood and its residents; the schools described in paragraph (2) (b) of Absolute Priority 1; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.**

Strengths:

The Management Team proposed is both experienced professionally and with one another and well placed within the system to accomplish the project. The Project Director, Education Director and Economic Director each brings great strength, vision and experience. The support players including the professionals at San Diego State, the Mountain Empire Collaborative, the Southern Indian Health Council and the school district appear strong&though it was interesting I didn't see a letter of support from the Superintendent of Schools or School Board. The fact the Back Country Land Trust has already donated 20,000 to support this project is also an excellent statement of its belief in what this could accomplish

Weaknesses:

None.

Reader's Score: 10

- 2. Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability.**

Strengths:

There appears to be a level of professional experience and training in the project. The directors are supplemented by an outstanding support system at San Diego State for quality data collection and analysis. This will make this a data based process that has a high probability of success.

Sub Question

Weaknesses:

None.

Reader's Score: 15

- 3. Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in creating formal and informal partnerships, including the alignment of the visions, theories of action, and theories of change described in its memorandum of understanding, and creating a system for holding partners accountable for performance in accordance with the memorandum of understanding.**

Strengths:

The inherent capacity of the management team and Project Director to build and effectively work with formal and informal partners is clearly documented. The letters of support show this if you look carefully at what they are saying. The number of organizations and agencies they are already partnering with is really impressive. Also, the DRAFT Memorandum of Understanding is a good first step in outlining what each partner's roles and responsibilities will be.

Weaknesses:

How partners will ultimately be held accountable could have been articulated more clearly.

Reader's Score: 9

- 4. Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in integrating funding streams from multiple public and private sources, including its proposal to leverage and integrate high-quality programs in the neighborhood into the continuum of solutions.**

Strengths:

One organization (private) has already donated 20,000 to the project and the expertise and interconnectedness of the different agencies blended with what I believe to be the professional capability of the Directors suggests this would work well.

Weaknesses:

There was not a clear articulation on how the applicant would integrate the funding streams and be able to leverage high quality programs into the solutions.

Reader's Score: 5

Priority Questions

Competitive Preference Priority - CPP4 Early Learning

- 1. To meet this priority, an applicant must propose in its plan to expand, enhance, or modify, an existing network of early learning programs and services to ensure they are high-quality and comprehensive for children from birth through the third grade.**

Strengths:

The clear investment in early learning and the use of the nationally respected tenets of the model EVEN START reinforces the strength of this.

Weaknesses:

None.

Reader's Score: 2

Competitive Preference Priority - CPP5 Internet Access

1. To meet this priority, an applicant must ensure that almost all students in the geographic area proposed to be served have broadband Internet access at home and at school, the knowledge and skills to use broadband internet access effectively, and a connected computing device to support schoolwork.

Strengths:

None.

Weaknesses:

Applicant did not address this priority.

Reader's Score: 0

Competitive Preference Priority - CPP6 Arts and Humanities

1. To meet this priority, an applicant must include in its plan opportunities for children and youth to experience and participate actively in the arts and humanities in their community so as to broaden, enrich, and enliven the educational, cultural, and civic experiences available in the neighborhood.

Strengths:

Nicely addressed with some movements already accomplished and strong support from the community in evidence. Curricula donated by two local artists that has been used for a decade long parent docent program and the expansion of arts education at the Education Center on the Campo Reservation and in all district pre-K schools is great. With a Project Director who has a BA from Syracuse in Fine Arts, this area should be well addressed!

Weaknesses:

None.

Reader's Score: 1

Competitive Preference Priorities - CPP7 Affordable Housing

1. To meet this priority, an applicant must propose to serve geographic areas that were the subject of an affordable housing transformation pursuant to a Choice Neighborhoods or HOPE VI grant awarded by the U.S. Department of Housing and Urban Development during FY2009 or later years.

Strengths:

None.

Weaknesses:

Applicant did not address this priority.

Reader's Score: 0

Invitational Priority - Adult Education

1. To meet this priority, an applicant must include a plan that is coordinated with adult education providers serving neighborhood residents, such as those funded through the Adult Education and Family Literacy Act, as amended. Coordinated services may include adult basic and secondary education and programs that provide training and opportunities for family members and other members of the community to support student learning and establish high expectations for student educational achievement. Examples of services and programs include preparation for the General Education Development (GED) test; English literacy, family literacy, and work-based literacy training; or other training that prepares adults for postsecondary education and careers, or supports adult engagement in the educational success of children and youth in the neighborhood.

No

Reader's Score: 0

Status: Submitted
Last Updated: 11/23/2011 11:24 AM

Status: Submitted

Last Updated: 11/23/2011 07:41 AM

Technical Review Coversheet

Applicant: Campo Band of Mission Indians (U215P110103)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	13
Quality of Project Design		
1. Quality of Project Design	20	19
Quality of Project Services		
1. Qual. of Project Services	20	18
Quality of the Management Plan		
1. Qual. of Management Plan	45	34
Priority Questions		
Competitive Preference Priority		
CPP4 Early Learning		
1. CPP4 Early Learning	2	2
CPP5 Internet Access		
1. CPP5 Internet Access	1	0
CPP6 Arts and Humanities		
1. CPP6 Arts and Humanities	1	1
Competitive Preference Priorities		
CPP7 Affordable Housing		
1. CPP7 Affordable Housing	1	0
Invitational Priority		
Adult Education		
1. Adult Education	0	0
Total	105	87

Technical Review Form

Panel #4 - Panel - 4: 84.215P

Reader #1: *****

Applicant: Campo Band of Mission Indians (U215P110103)

Questions

Selection Criteria - Need for Project

1. Please respond to the sub-questions regarding the Need for Project.

Reader's Score: 13

Sub Question

1. The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators identified in part by the needs assessment and segmentation analysis.

Strengths:

The application provides several data points to describe the indicators of distress for American Indians in this community. It cites a low graduation rate, a high poverty rate, and the challenges facing American Indian youth (page 7-8). Additionally, the proposal provides data describing the community's health indicators as well as crime rate statistics (page 9). Each shows a community in crisis when compared to the rest of the state through issues that impact American youth from early childhood through teens.

Weaknesses:

No comparative data is provided for state and local indicators. There is limited data provided specific to the identified community. Helpful would be a focus on subpopulations.

Reader's Score: 8

2. The extent to which the geographically defined area has been described.

Strengths:

The applicant defined the geographical area as located on the Campo Reservation (page 11). It is an area where cultural norms contribute to isolation and disconnection (page 12). It describes an adult community with little formal education beyond high school, grandparents as caregivers and a high unemployment rate (page 13). It also shows a school system with many needs but signs of promise through an increasing high school graduation rate (page 14). The applicant provides a map to aid the understanding of the targeted region.

Weaknesses:

None

Reader's Score: 5

Selection Criteria - Quality of Project Design

1. Please respond to the sub-questions regarding the Quality of Project Design.

Reader's Score: 19

Sub Question

- 1. The extent to which the continuum of solutions will be aligned with an ambitious, rigorous, and comprehensive strategy for improvement of schools in the neighborhood.**

Strengths:

The strategy posed in this application is rooted in cultural practice and seeks to address unique barriers as a foundation to build upon. It seeks to build inclusionary practice (page 19) to increase the connection and trust within the school environment (page 19). Additionally, the proposal will offer a rigorous, 21st century curriculum, and increase mentoring and role models of Native Americans within the community (page 23)

Weaknesses:

None

Reader's Score: 10

- 2. The extent to which the applicant describes a proposal to plan to create a complete continuum of solutions, including early learning through grade 12, college- and career-readiness, and family and community supports, without time and resource gaps that will prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career.**

Strengths:

The solutions offered by the applicant are grounded in Marzano's research (page 23). With a focus on resilience, professional development among teachers in culturally responsive practices (page 25), a focus on early childhood support (page 28-29) and parent engagement (page 29-30). That will also address health needs. Additionally, it seeks to engage students through a rigorous curriculum (page 31) rooted in authentic learning experiences. The proposal also seeks collaboration with community organizations to increase their scope and resources. This will allow the students to have STEM opportunities. All in all, the proposal shows a goal and a strategy to address identified gaps in services.

Weaknesses:

None

Reader's Score: 5

- 3. The extent to which solutions leverage existing neighborhood assets and coordinate with other efforts, including programs supported by Federal, State, local, and private funds.**

Strengths:

The proposal makes use of resources from other community organizations as well as tapping additional resources provided to the local assets to address the continuum of support. It is built on using peer to peer collaboration and connecting school experiences to local industry

Sub Question

Weaknesses:

The applicant provides limited descriptions on how individual organizations will support the planning process.

Reader's Score: 4

Selection Criteria - Quality of Project Services

1. Please respond to the sub-questions regarding the Quality of Project Services.

Reader's Score: 18

Sub Question

1. The extent to which the applicant describes how the needs assessment and segmentation analysis, including identifying and describing indicators, will be used during the planning phase to determine each solution within the continuum.

Strengths:

The applicant describes the process to conduct the needs assessment, with segmentation analysis (page 44) including partnering with the Tribal Education Center for assistance.

Weaknesses:

How the data gathered will inform and guide project strategies are limited (page e56).

Reader's Score: 9

2. The extent to which the applicant describes how it will determine that solutions are based on the best available evidence including, where available, strong or moderate evidence, and ensure that solutions drive results and lead to changes on indicators.

Strengths:

Solutions are based on available research and a list of those sources is provided throughout the proposal to justify their appropriateness and use.

Weaknesses:

It is not articulated why the specific research shared fits the needs of the strategy or the community need.

Reader's Score: 9

Selection Criteria - Quality of the Management Plan

1. Please respond to the sub-questions regarding the Quality of the Management Plan.

Reader's Score: 34

Sub Question

1. Experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in working with the neighborhood and its residents; the schools described in paragraph (2) (b) of Absolute Priority 1; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.

Strengths:

The project will be run by steering community made up of community representatives. The key personnel have the background and expertise to execute the plan.

Weaknesses:

None

Reader's Score: 10

2. Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability.

Strengths:

The project will be based on a building trusting relationships among parents and families (page 43) it will conduct needs assessment and gather both qualitative and quantitative measures to assess progress. The management team appears to have the expertise to manage the collection and analysis of data, as well as use it to guide the planning process (page 44).

Weaknesses:

None

Reader's Score: 15

3. Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in creating formal and informal partnerships, including the alignment of the visions, theories of action, and theories of change described in its memorandum of understanding, and creating a system for holding partners accountable for performance in accordance with the memorandum of understanding.

Strengths:

The applicant describes how it will build communities of practice to undergird the planning process and to ensure buy-in and input among parents and family.

Weaknesses:

The proposal does not address how it will obtain buy-in and accountability among its partners.

Reader's Score: 6

4. Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in integrating funding streams from multiple public and private sources, including its proposal to leverage and integrate high-quality programs in the neighborhood into the continuum of solutions.

Strengths:

The appendix details a variety of resources and funding opportunities to leverage for this work.

Sub Question

Weaknesses:

The application does not provide any strategy to leverage these contributions to the project from other community organizations.

Reader's Score: 3

Priority Questions

Competitive Preference Priority - CPP4 Early Learning

- 1. To meet this priority, an applicant must propose in its plan to expand, enhance, or modify, an existing network of early learning programs and services to ensure they are high-quality and comprehensive for children from birth through the third grade.**

Strengths:

The proposal has an emphasis on early learning strategies embedded in this work.

Weaknesses:

None

Reader's Score: 2

Competitive Preference Priority - CPP5 Internet Access

- 1. To meet this priority, an applicant must ensure that almost all students in the geographic area proposed to be served have broadband Internet access at home and at school, the knowledge and skills to use broadband internet access effectively, and a connected computing device to support schoolwork.**

Strengths:

Was not addressed in this application.

Weaknesses:

Was not addressed in this application.

Reader's Score: 0

Competitive Preference Priority - CPP6 Arts and Humanities

- 1. To meet this priority, an applicant must include in its plan opportunities for children and youth to experience and participate actively in the arts and humanities in their community so as to broaden, enrich, and enliven the educational, cultural, and civic experiences available in the neighborhood.**

Strengths:

The proposal seeks to embed arts and humanities to create collaboration and dialogue among its participants to address the cultural needs of the community.

Weaknesses:

None

Reader's Score: 1

Competitive Preference Priorities - CPP7 Affordable Housing

1. To meet this priority, an applicant must propose to serve geographic areas that were the subject of an affordable housing transformation pursuant to a Choice Neighborhoods or HOPE VI grant awarded by the U.S. Department of Housing and Urban Development during FY2009 or later years.

Strengths:

Was not addressed in this application.

Weaknesses:

Was not addressed in this application.

Reader's Score: 0

Invitational Priority - Adult Education

1. To meet this priority, an applicant must include a plan that is coordinated with adult education providers serving neighborhood residents, such as those funded through the Adult Education and Family Literacy Act, as amended. Coordinated services may include adult basic and secondary education and programs that provide training and opportunities for family members and other members of the community to support student learning and establish high expectations for student educational achievement. Examples of services and programs include preparation for the General Education Development (GED) test; English literacy, family literacy, and work-based literacy training; or other training that prepares adults for postsecondary education and careers, or supports adult engagement in the educational success of children and youth in the neighborhood.

No

Reader's Score: 0

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