

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

Status: Submitted

Last Updated: 10/21/2011 01:23 PM

Technical Review Coversheet

Applicant: Children, Youth & Family Services, Inc. (U215P110110)

Reader #3: *****

| | Points Possible | Points Scored |
|--|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Need for Project | | |
| 1. Need for Project | 15 | 15 |
| Quality of Project Design | | |
| 1. Quality of Project Design | 20 | 20 |
| Quality of Project Services | | |
| 1. Qual. of Project Services | 20 | 19 |
| Quality of the Management Plan | | |
| 1. Qual. of Management Plan | 45 | 45 |
| | | |
| Priority Questions | | |
| Competitive Preference Priority | | |
| CPP4 Early Learning | | |
| 1. CPP4 Early Learning | 2 | 2 |
| CPP5 Internet Access | | |
| 1. CPP5 Internet Access | 1 | 1 |
| CPP6 Arts and Humanities | | |
| 1. CPP6 Arts and Humanities | 1 | 0 |
| | | |
| Competitive Preference Priorities | | |
| CPP7 Affordable Housing | | |
| 1. CPP7 Affordable Housing | 1 | 0 |
| | | |
| Invitational Priority | | |
| Adult Education | | |
| 1. Adult Education | 0 | 0 |
| | | |
| Total | 105 | 102 |

Technical Review Form

Panel #15 - Panel - 15: 84.215P

Reader #3: *****

Applicant: Children, Youth & Family Services, Inc. (U215P110110)

Questions

Selection Criteria - Need for Project

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

Reader's Score: 15

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 detailed information on the challenges facing the partner schools and students and the residents of the Promise Neighborhood targeted community. These include high rates of poverty and unemployment, low performance on standardized school tests, and low graduation rates - especially for African American students and for economically challenged students. The data links to the purpose of the Promise Neighborhoods initiative and will provide a good foundation to build on during the planning year.

Weaknesses:

None

Reader's Score: 10

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

Strengths:

The applicant is targeting a geographic area of Charlottesville that includes public housing, single family and rental properties, see map on page 3. The area is isolated from other residential areas by railroad tracks, business and barrier fences. In the 1960 s during a redevelopment project, the neighborhood lost businesses and an area of moderate income housing that have never been replaced. While many challenges face the residents of this area, the applicant cites as an asset for this initiative the neighborhood's sense of community, page 4. Listed on page 7 are areas of need that link to data presented and possible strategies to address those needs by population group.

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: 20

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 application includes on pages 11 through 14 the strategic plan goals adopted by the Charlottesville Schools that the City of Promise initiative will support and enhance. These goals include preparation for post-secondary learning, stronger partnerships with the community to meet all the needs of students, ensuring that all students will learn, and providing support to attract a high-quality workforce. Those goals align with the City of Promise (CCP) goals identified on pages 8 through 10 of this application. The CCP education goals were developed with the involvement of a work team of the principals of the five schools that will be included in this initiative, see page 28. An important element of the CCP plan is active engagement of residents including youth, in partnership with school staff, to provide input and leadership for this initiative, pages 15 to 16, which will provide the foundation for their planning year activities.

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 applicant is proposing a planning process that addresses the needs of specific populations groups on page 7 and also includes the ten required indicator areas required by Promise Neighborhoods, see pages 8 through 10. Including both a population and an indicator focus on education and family and community supports makes it highly likely that the resulting plan will be comprehensive across the continuum of solutions. On pages 14 and 15, the applicant included a list of additional solutions being considered related to the educational goals that are extensive and comprehensive. CCP is committed to hiring community outreach staff to continue to build relationships with community members and youth to ensure their involvement in identifying the continuum of services and will institute a Parent Council and a Youth Council to formalize that input. The project has committed to face-to-face contact during the planning year with every family affected, see page 16.

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.**

Sub Question

Strengths:

The Charlottesville City of Promise initiative builds and expands on existing partnerships and collaborations and on a call for action from community residents and an action item developed by the citywide Dialogue on Race process, see page 15. On pages 29 to 30, a chart is provided that shows by each of the ten indicators areas, the partnership members that will support and contribute to completion of the plan. These partners include CBOs, the schools, public health services, early learning programs, afterschool programs and the City of Charlottesville, see MOU. In addition, the applicant provided information on additional possible partners on page 17 that included foundations, business, the Chamber of Commerce and local churches. These partners bring to the initiative resources from a variety of sources, services for diverse populations and connections to resources across Charlottesville.

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: 19

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:

City of Promise has developed a comprehensive plan to use their needs assessment and segmentation analysis to provide data needed for identification of appropriate solutions across the continuum. The data gathering process includes surveying residents in person during the planning year through the use of residents trained and paid to provide this function, see page 20. A longitudinal data collection system will be created through the leadership of a key partner, the Commission for Family and Children. This system will protect individual privacy while providing information through a sharing system on a secure server to inform decision-making, pages 21-22. Included in the longitudinal data system will be data collected just for the planning year as well as currently collected data collected by partner organizations but not effectively shared, see page 19 for a list of members. Finally, segmentation analysis will provide information to identify the children and youth with the highest need. Data analysis reports will be developed to be used by a range of users - the community, families, and the project committees.

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:

On page 8 of the narrative section, the applicant identifies 3 strategies to drive the selection of solutions; data analysis, resident input and involvement, and research into best practices and evidenced based programming to respond to needs. The process planned for implementation during the planning year to be used to select programs supported by evidence is described on page 22. A key partner, Youth-Nex, will lead the identification of these during the planning process, see MOU agreement.

Weaknesses:

More detailed information about the specific process that will be used to tie information on evidence based practice and programs to the work of the planning committee as solutions are identified would have demonstrated the applicant's intentions in this area. For example, it was not clear from the information provided if Youth-Nex will initiate the provision of this information or if the trigger for information will be a request from a work group, and if so, which group or groups.

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: 45

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:

Throughout the application, information is provided demonstrating the working relationships between the targeted schools, community residents and the participating entities in the City of Promise initiative. One example is the information provided on pages 32 and 33 of the application including a Safe Schools/Healthy Students initiative. Others are the use of a Principals' workgroup to guide development of the proposal as well as current working relationships between CBOs included in the partnership and the target schools. The initiative's Steering Committee includes representatives of community groups, city government, housing agencies, nonprofits and residents, see page 24 and page 27. The City of Promise has a commitment from the City of Charlottesville to purchase and upgrade a house in the targeted neighborhood to house staff and programming. Given the past history of partnering and the commitments in the application MOU, the required relationships are in place to successfully complete the planning year.

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.**

Sub Question

Strengths:

The City of Promise will employ the technical expertise of personnel from a partner, Youth-Nex at the University of Virginia, to lead the data management responsibilities for this initiative. This partnership will bring to the planning year the skills of two PhD level individuals to guide the process as well as other individuals and students with evaluation expertise at UV, see page 31-32 and resumes in appendix. City of Promise is in the process of hiring a project director to be housed at the applicant agency - Children, Youth and Family Services. That organization has an extensive history in data management for decision-making. The shared experience of the initiative's partners led to the identification of in-person surveying of residents during the planning year as a priority action to ensure collection of data across the resident populations.

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 proposed planning year activities will build on a year's work between key entities in Charlottesville, as well as the residents of the target area. This will be enhanced during the planning period with partnerships with other collaborative efforts aligned with the project's goals including an economic development project and a housing improvement initiative, see page 33. On page 34, a list of other partners indicating an interest in joining City of Promise is provided and the intent stated that the project director - to be hired - and the steering committee will have responsibility for engaging those entities. The MOU included in the appendix clearly states the vision and theory of change and action for this initiative. Each signee provides information on the complementary vision, theory of action and theory of change for their organization or entity. The applicant describes the system of accountability that will be used to ensure transparency in gauging the effectiveness of the partnership on page 37. City of Promise demonstrated the capacity to create necessary formal and informal partnerships that should result in completion of their plan.

Weaknesses:

None

Reader's Score: 10

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:

As stated previously, City of Promise will build on the experience of its lead agency, CYFS, in fund development and sustainability planning. Information was provided on pages 34 and 35 on key grant awards secured by CYFS related to this initiative, including funds to hire a project director and a part-time community organizer. Three additional requests for funding for City of Promise activities have been submitted to funders for consideration, see page 35. One of the staff to be hired for City of Promise is a Development Director who will take the lead in developing and enhancing the relationships needed to continue to expand the willingness of public and private funds to support this initiative, see page 36. Inclusion of a representative of local government on the steering committee demonstrates the City's support for this initiative, as well as that of other steering committee member organizations, to ensuring the success and sustainability of this organization.

Sub Question

Weaknesses:

None

Reader's Score: 10

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:

On pages 38 and 39, the applicant provides information on the early childhood network supporting this initiative. The network includes the schools, United Way, Dept of Social Services and other partner organizations. Programs currently existing through the school district all provide evidenced-based services for pre-school learners. Network partners will participate in this initiative's data collection, needs tracking and solutions identification processes related to the indicators described in the application, see MOUs.

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:

The City of Promise proposes to wrap around the school district's initiative to provide every student in grades 3 to 12 with a tablet computer by addressing the need for internet access for residents in the target neighborhood. This aligns with the need identified on page 7 and with Goal 5 on page 10 of the narrative. The applicant identified several possible methods for securing this access for the Neighborhood on page 40. Two key partners, Computers 4 Kids and the city schools, will lead this action.

Weaknesses:

None

Reader's Score: 1

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:

Not included.

Weaknesses:

Not included.

Reader's Score: 0

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:

Not included.

Weaknesses:

Not included.

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: 10/21/2011 01:23 PM

Status: Submitted

Last Updated: 11/07/2011 09:20 AM

Technical Review Coversheet

Applicant: Children, Youth & Family Services, Inc. (U215P110110)

Reader #2: *****

| | Points Possible | Points Scored |
|--|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Need for Project | | |
| 1. Need for Project | 15 | 15 |
| 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 | 44 |
| | | |
| Priority Questions | | |
| Competitive Preference Priority | | |
| CPP4 Early Learning | | |
| 1. CPP4 Early Learning | 2 | 2 |
| CPP5 Internet Access | | |
| 1. CPP5 Internet Access | 1 | 1 |
| CPP6 Arts and Humanities | | |
| 1. CPP6 Arts and Humanities | 1 | 0 |
| | | |
| Competitive Preference Priorities | | |
| CPP7 Affordable Housing | | |
| 1. CPP7 Affordable Housing | 1 | 0 |
| | | |
| Invitational Priority | | |
| Adult Education | | |
| 1. Adult Education | 0 | |
| | | |
| Total | 105 | 99 |

Technical Review Form

Panel #15 - Panel - 15: 84.215P

Reader #2: *****

Applicant: Children, Youth & Family Services, Inc. (U215P110110)

Questions

Selection Criteria - Need for Project

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

Reader's Score: 15

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 provides compelling academic data for the Westhaven, Tenth & Page, and Starr Hill neighborhoods that detail the disparities between youth in other areas of the city including attendance/truancy, Algebra completion, poverty levels, graduation rates, and health indicators such as pre-term births.

The irony that these neighborhoods are situated in a city that houses the renowned University of Virginia is not lost.

Weaknesses:

None.

Reader's Score: 10

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

Strengths:

The neighborhoods are well-defined geographically as well as culturally. Data was used to determine what targeted area was most distressed and why the PN proposal should focus on the Westhaven community. The historical context of the community (p. 3) is also important and relevant in building ownership as well as trust among various stakeholders.

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 uses required Promise Neighborhood indicators and includes additional goals including safe and productive OST, stable teachers and principals, and clear disaggregated data to determine true achievement gaps between subgroups of children. Charlottesville City Schools has created four academic goals: all students will graduate prepared for post-secondary education and active participation in society, schools will authentically partner with parents and community to provide holistic wrap-around services for all, schools will be optimal teaching and learning environments and places of excellence and equity for all, and Charlottesville City Schools will be model workplaces (pages 12-14).

Principals and the Associate Superintendent collaborated to support the initial planning grant process.

The Promise Neighborhood Goal Chart on pages 8-9 parallels the corresponding City School District initiatives.

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:

Charlottesville City School Goal #1 on page 12 and Initiatives That Help Ensure Success (page 14) generally tap into a vision of successful transition from a K-12 system to college or career.

Weaknesses:

More in-depth discussion about how the PN team plans on putting these into action would strengthen this section of the proposal. As it stands, there is no rich alignment but rather a series of ideas. Added information about the role of UVA in this college transition process would also bolster this section of the narrative.

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.

Sub Question

Strengths:

The Promise Neighborhood Planning team has done an excellent of engaging local residents in the pre-planning process including face-to face interaction, community engagement, grassroots co-teaching models where local residents are experts (Spades), food and family with a cook-out, house meetings, etc. (page 15).

UVA has a plethora of resources and being a literal neighbor of the PN zone, assessing the multitude of ideas and capital will be key.

Information about other community partners and connecting them to the schools and resident community would add value.

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 details how Youth Nex will support developing a longitudinal Data Management Team and how the work will be framed in the both the PN goals and school goals. The needs assessment will be done in multiple languages, identify the highest need children and also includes a reflective self-assessment. Researchers will engage with residents personally and attempt to survey ALL residents in the community during the planning year.

The applicant provides an excellent matrix on pages 29-30 which describe current organizations and their relationship to meeting the needs of the project indicators. These data points provide an understanding of what current community players are doing and is a solid steppingstone to thinking about how to align and streamline services as well as develop new ones based on community input and need.

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:

The applicant includes a graphic of the data team/data driven dialogue cycle (p.22) that conveys protocols 1st best instruction as well as appropriate interventions and extensions.

Weaknesses:

More information about what possible and/or tentative evidenced-based solutions look like bases on current knowledge would strengthen this section. Data Driven Dialogues are certainly one successful evidence based solution; however more detail would add value.

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: 44

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 shows evidence of building a myriad of different types of partnerships especially CYFS, the applicant agency. The Steering Committee has is made up of representatives of City Schools, city government and housing agencies, non-profits, residents and community groups (page 24).

CYFS has developed innovative parenting programs that support community need by going to the community including ParentingMobile and REAL Dads fatherhood mentoring programs.

There is a Neighborhood Action Team that serves as placed based outreach at the Westhaven Community Center born out of the Dialogue on Race.

A Parent and Youth Council are in the pipeline.

The Steering Committee and CYFS has substantial experience working with the school system and boasts an impressive group of community players that actually work in and for the proposed community.

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.

Sub Question

Strengths:

UVA's role in data capturing and application is detailed on page 31 (Youth Nex and the Curry School of Education). Project leads are extremely knowledgeable about data, data sets, legal ramifications of data management, and evaluation expertise.

Weaknesses:

More information is needed how about the longitudinal data system will support the efforts of all partners and what training could look like for laypeople inexperienced and unfamiliar with ways of analyzing and using data to inform decision and subsequent actions; especially for parents and youth.

Reader's Score: 14

- 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:

Pages 29-30 host a data Table that explains elements of the PN continuum and how each partner organization fits into the matrix. City of Promise is also aligning with broader organizations whose work and vision aligns with the goals of the PN project. There has been a huge effort to streamline services/actions that typically may have been duplicated (e.g., Orange Dot Project and Motivational Interviewing).

A number of other organizations have shown interest in the project, especially around economic development, job training, women's leadership, and entrepreneurship.

The core team has committed to on-going monthly self-evaluations as part of their accountability practices (p.37)

Weaknesses:

None.

Reader's Score: 10

- 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 PN planning team has successfully managed numerous large-scale grant projects including fiscal responsibility. They have secured city support, in-kind support, and have written for other funding sources in anticipation of the project being implemented (p. 35). They envision hiring a Development Director to build financial capacity of the organization and want to purchase donor-tracking software.

The applicant has currently secured approximately \$350,000 of in-kind donations and cash matches.

Weaknesses:

None.

Sub Question

Reader's Score: 10

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 has provided substantive information about the needs of the community for more strategic ECE/ CPP programming including a Table on Page 7 detailing a preliminary analysis of current services such as the need for more universal 3-4 year old preschool, enhanced home visits, and more family and parent training systems and programming. Page 32 describes the applicants lead on another early literacy/family engagement/ CPP project called the Virginia Infant, Toddler Social Emotional Behavioral Health Pilot.

City of Promise provides an excellent matrix on pages 29-30 that explain how current partners and community organizations are attempting to meet the outlined goals and discuss ways in which to streamline and strengthen programs to enhance ECE opportunities for the targeted Promise Neighborhood.

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:

The school district has committed to providing tablets to all students in their system. The applicant understands that in order for this technology to be useful, students will need to access the internet at their homes. The applicant has outlined a few solutions on page 40 to help bridge this technological gap including partnering with Comcast to provide low-cost home connection and/or community based technology connections.

Weaknesses:

None.

Reader's Score: 1

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:

Weaknesses:

Reader's Score: 0

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:

Weaknesses:

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:

Status: Submitted
Last Updated: 11/07/2011 09:20 AM

Status: Submitted

Last Updated: 11/07/2011 08:58 PM

Technical Review Coversheet

Applicant: Children, Youth & Family Services, Inc. (U215P110110)

Reader #1: *****

| | Points Possible | Points Scored |
|--|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Need for Project | | |
| 1. Need for Project | 15 | 15 |
| Quality of Project Design | | |
| 1. Quality of Project Design | 20 | 20 |
| Quality of Project Services | | |
| 1. Qual. of Project Services | 20 | 17 |
| Quality of the Management Plan | | |
| 1. Qual. of Management Plan | 45 | 45 |
| | | |
| Priority Questions | | |
| Competitive Preference Priority | | |
| CPP4 Early Learning | | |
| 1. CPP4 Early Learning | 2 | 2 |
| CPP5 Internet Access | | |
| 1. CPP5 Internet Access | 1 | 1 |
| CPP6 Arts and Humanities | | |
| 1. CPP6 Arts and Humanities | 1 | 0 |
| | | |
| Competitive Preference Priorities | | |
| CPP7 Affordable Housing | | |
| 1. CPP7 Affordable Housing | 1 | 0 |
| | | |
| Invitational Priority | | |
| Adult Education | | |
| 1. Adult Education | 0 | 0 |
| | | |
| Total | 105 | 100 |

Technical Review Form

Panel #15 - Panel - 15: 84.215P

Reader #1: *****

Applicant: Children, Youth & Family Services, Inc. (U215P110110)

Questions

Selection Criteria - Need for Project

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

Reader's Score: 15

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 adequately addresses the need for this project. Indicators of the population included poverty rate, unemployment rate, juvenile crime rate, preterm birth, low rates of children living with 2 parents and the percentage of youth on probation. Very nice review on page 7 as to what data has been pulled together since 2010 to help shape this application for funding.

Weaknesses:

none.

Reader's Score: 10

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

Strengths:

The applicant includes sufficient description of the defined area including a map on page 3. There is also very vivid description of physical barriers to this neighborhood (railroad tracks on one side) from page 3.

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: 20

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 8-10 promise neighborhood goals and they layer and connect their very well laid out additional goals. Page 12 also include a goal around parents.

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:

Strengths: Pages 8-9 state that the programs selected to support will be based on compelling data identified in this planning phase through the methods outlines on pages 12-13 with the Charlottesville City Schools Visionary Strategic plan which includes preparing student for graduation and post-secondary education and active participation in society, leveraging community resources, creating optimal teaching and learning environments, utilizing data and technology

Weaknesses:

The applicant didn't actually discuss how the proposal would connect with the schools strategic plan. They didn't discuss how to get additional partners other proposal.

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:

According to the application page there is a strong connection with the businesses and members of the community. On page 17 it indicates that a bio-tech company is opening in the neighborhood. Developing community relationships is a top priority and there is leadership in the neighborhood. Lists of neighborhood leaders have been identified and are constantly being updated.

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: 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 identifies that all families in the geographic area with school-aged children will be identified using multiple means including internet, mail, phone and in person scheduling and data collection techniques and translate the surveys into the primary languages of English, Spanish, Arabic and Tibeetan. Also paying local residents to participate in the data collection is a way of leveraging neighborhood relationships and gain buy-in. Page 29 shows a chart with the areas of key indicators along with the aligned academic, and family/community indicators.

Weaknesses:

none

Reader's Score: 8

- 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:

Page 22 states that evidence based solutions will be sought. Additionally, several evidence based solutions around early education such as head start is indicated. Additionally, the applicant indicates on page 32 that they plan to use 11 evidence-based programs in local schools to address bullying, violence and substance abuse, school attachment and behavior management. Like page 23 the inclusion of self assessment, which is so important. Longitudinal data system will ensure privacy, yet pool information.

Weaknesses:

There is a lack of a visible evidence based approach and information as to how will the applicant decide if/how they will use best practices.

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: 45

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**

Sub Question

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 Steering committee as mentioned on page 24 and within the MOU state a clear management plan. Deliniating exactly the number and type of people on the steering committees, parent council, youth council, and adult neighborhood representatives being nominated by the parent council and the youth being nominated by the youth council.

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:

On pages 30-31 the applicant stated they received high remarks for timely and accurate data collection and reporting as well as for positive outcome results. History of collecting participant feedback at all levels. History of evidence based programs that receive annual evaluations form independent monitors and consistently perform well.

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 proposal mentions in MOUs and letters of support a theory of change to reduce the cycle of poverty systematic change is necessary to address longstanding inequalities page e71. They talk about race and include children in the steering committee.

Weaknesses:

none

Reader's Score: 10

- 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:

Pages 34-35 indicate a history of managing small to medium sized grants not quite in the range of these federal funds. Page 35 states that there is a long records of raising funds from diverse funding streams including government, corporate, foundation and individual gifts.

Sub Question

Weaknesses:

none

Reader's Score: 10

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 identified this as a competitive priority and they also included solutions around early learning network in their application.

Weaknesses:

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 identified this as a competitive priority and they also included solutions around internet access in their application.

Weaknesses:

Reader's Score: 1

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:

Weaknesses:

The applicant did not identify this as a competitive priority for their application and they also did not include information about arts and humanities.

Reader's Score: 0

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:

Weaknesses:

The applicant did not identify this as a competitive priority for their application and they also did not include solutions around housing in their 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.

Yes

Reader's Score: 0

Status: Submitted

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