

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

Status: Submitted

Last Updated: 11/16/2011 12:55 PM

## Technical Review Coversheet

**Applicant:** Community Action Project of Tulsa County, Inc. (U215P110148)

**Reader #3:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	15
<b>Quality of Project Design</b>		
1. Quality of Project Design	20	20
<b>Quality of Project Services</b>		
1. Qual. of Project Services	20	20
<b>Quality of the Management Plan</b>		
1. Qual. of Management Plan	45	43
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>CPP4 Early Learning</b>		
1. CPP4 Early Learning	2	2
<b>CPP5 Internet Access</b>		
1. CPP5 Internet Access	1	
<b>CPP6 Arts and Humanities</b>		
1. CPP6 Arts and Humanities	1	
<b>Competitive Preference Priorities</b>		
<b>CPP7 Affordable Housing</b>		
1. CPP7 Affordable Housing	1	1
<b>Invitational Priority</b>		
<b>Adult Education</b>		
1. Adult Education	0	
<b>Total</b>	<b>105</b>	<b>101</b>

# Technical Review Form

Panel #3 - Panel - 3: 84.215P

Reader #3: \*\*\*\*\*

Applicant: Community Action Project of Tulsa County, Inc. (U215P110148)

## 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:

1. Community Action Project of Tulsa County (CAP) is one of the largest and most innovative antipoverty organizations in Oklahoma. (pg. 5)
2. Minorities represent 45% of the total population of KWN, and more than half of the school-aged population. (pg. 9)
3. According to the 2005-2009 American Community Survey 5-Year Estimates, 34% of KWN residents lived below the Federal Poverty Level, compared to 15% in Tulsa County, 16% in Oklahoma, and 13.5% in the U.S. Poverty levels are even higher for the 2,500 children living in KWN, with 40% under age 18 and 49% under age five living in poverty. (pg. 10)
4. State-level data indicate that 12% of Oklahoma children have reported asthma, tying four other states for the highest rate in the country (after D.C. at 14%), 30% of children statewide ages 10-17 are obese and among Tulsa Public School students, 41% of elementary students did not meet the Oklahoma State Physical Education Standards for a healthy Body Mass Index. (pg. 12)
5. A higher percent of children statewide have special health care needs (23%) than nationwide (19%) and among low-income families in the state 20% of children aged 2-17 have one or more emotional, behavioral, or developmental conditions compared to 15.5% nationwide. (pg. 12)
6. Crime rates are higher than the state average at 4,521 crimes per 100,000 inhabitants. (pg. 13)
7. Student mobility rates in KWN ranged from 11% in the elementary school to 23% in the high school, far exceeding the average of 10%. (pg. 13)
8. The 74104 zip code teen pregnancy rate is the 2nd highest in Tulsa County. (pg. 13)
9. Single-parent families account for 22.3% of the families in the KWN according to census tract data, exceeding Tulsa County at 15.9%, the state of Oklahoma at 14.7% and the nation at 14.4%. (pg. 13)
10. The federal poverty rate shows 34% of residents in the KWN lived below the Federal Poverty level according to census tract data. (pg. 13-14)
11. The median household income in KWN ranged from \$16,977 (census tract 21), \$28,859 (14) and \$30,123 (20), all lower than the Tulsa County median of \$45,264. (pg. 14)
12. In 2010, Oklahoma ranked 7th lowest for the percentage of two-year olds who were immunized, 70.8% in Oklahoma compared to 76.3% nationwide. (pg.13)
13. Sixty-eight of every 1,000 youths in KW were suspected of a criminal offense per year since 2005, compared to 51 of every 1,000 in the country. (pg. 13)
14. Sixty-two percent of the Eugene Field Neighborhood residents subsist below the Federal Poverty Level - a stark contrast compared to the rate of poverty in Tulsa County (15%). (pg.15)
15. The prevalence of poverty among the neighborhood's 900 youth is even greater, as 86% under age 18 and 89% under age five grow up in poor households. (pg. 15)
16. Under new leaders, the Eugene Field Elementary School has come off the needs improvement list

**Sub Question**

demonstrating existing capacity for improvement. (pg. 16)

**Weaknesses:**

1. No weaknesses.

**Reader's Score: 10**

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

**Strengths:**

1. The Kendall-Whittier Neighborhood (KWN) is located on the east side of Tulsa's downtown district and is home to 11,000 residents. (pg. 8)
2. The neighborhood covers 2.27 square miles and includes portions of census tracts 14, 20, 21, and zip code 74104 and 74110. KWN is bound on the north by the Burlington Northern Railroad, on the south by 11th Street, on the west by Utica Avenue, and on the east by Harvard Avenue. (pg. 9)
3. The Eugene Field Neighborhood is located on the south side of Tulsa's downtown district and is home to 3,000 residents, of which approximately 900 are children and youth. The neighborhood covers .24 square miles and includes census tract 46 and zip code 74107. (pg. 14)

**Weaknesses:**

1. No weaknesses.

**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:**

1. The targeted group for support is small enough to focus services and to track progress. (pg. 26)
2. The applicant has already implemented a number of initiatives including assembling a leadership team to build a continuum of services. (pg. 26)
3. To provide cradle to college support the applicant proposes to: 1) increase the number of children who enter KWE, EFE, and Sequoyah Elementary at kindergarten ready to succeed; 2) to improve KWE, EFE, and Sequoyah's effectiveness so that each is able to succeed in assuring that all of its graduates are on grade level and prepared for middle school; and 3) to address the serious deficiencies in academic, family, and community support systems offered to student at Clinton Middle School and at Rogers and Webster High Schools. (pg.27)
4. The applicant clearly outlines a plan of assessment and capacity building. (pg. 28)

**Sub Question**

**Weaknesses:**

1. No weaknesses.

**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:**

1. The applicant provides a clear and detailed proposal for a complete continuum of solutions to support students and families from early learning through grade 12 and college-and career-readiness. (pg. 32-42)
2. The applicant identifies that there are policies that would impeded the ability to achieve goals and as a result, they will collaborate with partners through surveys and focus groups to better understand the challenges that they face. This proactive approach will aid in successful program implementation. Policy issues already identified have already been addressed. (pg.44-45)

**Weaknesses:**

1. No weaknesses.

**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:**

1. During the planning year, the team will conduct a needs assessment and segmentation analysis, build agencies' capacity to use data through technical assistance, and develop a longitudinal data system to measure over time the outcomes resulting from implementation. (pg. 47)
2. Work already completed consists of supplementing the required indicators outlined in the Promise Neighborhood 2010 and 2011 federal notices with additional indicators from national reports to develop an extensive list of both potential indicators and sources of data. The resulting list of indicators has been used at meetings and in discussions. This development of partnerships and dialogue about the need to collect data and build a network increases the likelihood of successful implementation. (pg. 47)
3. The applicant is partnering with the Tulsa Public School system, Tulsa Health Department and other community healthcare providers, early care and learning programs and the Department of Health and Human Services Child Care Licensing program to form cradle to college or career support. (pg. 51)

**Weaknesses:**

1. No weaknesses.

**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: 20**

**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:**

1. During the planning year, the team will conduct a needs assessment and segmentation analysis, build agencies' capacity to use data through technical assistance, and develop a longitudinal data system to measure over time the outcomes resulting from implementation. This needs assessment sufficiently addresses all identified needs indicators. (pg. 47)
2. The plan for assessing community needs is inclusive of all stakeholders and partners. The inclusion of the end user is important to tailoring the support. (pg. 48 )

**Weaknesses:**

1. No weaknesses.

**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.**

**Strengths:**

1. The applicant will be guided by a national partner Child Trends (CT) to aid the Tulsa Promise Neighborhoods Core Project Team in rigorous evaluation studies that identify effective programs, including family and community support, across the years of childhood and into the transition to adulthood that may be selected to address the range of local social and educational challenges based upon the specific needs as determined by the segmentation analysis. As a result, the applicant will benefit from lessons learned and be able to use this information to target implementation. (pg. 32)

**Weaknesses:**

1. No weaknesses.

**Reader's Score: 10**

**Selection Criteria - Quality of the Management Plan**

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

**Reader's Score: 43**

**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.**

## Sub Question

### Strengths:

1. The applicant demonstrated experience working with school districts and early childhood facilities. (pg. 57)
2. The applicant demonstrates extensive experience working within the Tulsa community which increases the likelihood of successful partnerships. (pg. 58-61)
3. The identifies director lives within the target demonstrating a vested interest in the project's success. (pg. 62)
4. The applicant's work is guided by a nationally recognized anti-poverty advocate which adds capacity to the management team and additional data resources. (pg.62)
5. The applicant has identified management positions and named the people to complete the work to ensure that key duties are completed and there is some accountability for who is responsible.

### Weaknesses:

1. No weaknesses.

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:

1. The applicant will supplement the required indicators previously used with additional indicators from national reports to develop an extensive list of both potential indicators and sources of data. This (pg. 47)
2. In an effort to build management capacity, the applicant is already beginning to use data in discussions with partners. From this feedback, important information has been obtained from partnering agencies about the list of potential indicators, the possible challenges to obtaining data to measure the indicators, and the perceived value of each indicator for the target neighborhoods. (pg. 47)
3. The Tulsa Promise Neighborhood Advisory Board Members listing is provided to show those already working towards implementing this proposal. This demonstrates that access to data from various partners is accessible. (pg. 76)

### Weaknesses:

1. The applicant does not build in an accountability component for partners to ensure that work will be completed.

Reader's Score: 13

## 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:

1. The applicant demonstrates partnerships with over 40 separate entities as evidenced in the 2011 budget, representing a mix of federal (Head Start, Early Head Start, IRS, HUD, USDA, NeighborWorks, ARRA), state (OK Departments of Education, Commerce, and Regents for Higher Education), local (United Way, Tulsa Community Foundation, City of Tulsa), and private and corporate foundations' (Kaiser, Schusterman, Zarrow, Tulsa Community Foundation, JPMorgan Chase) funding sources that are combined to provide anti-poverty services for more than 23,000 households each year. (pg. 80)
2. The applicant demonstrates sufficient partnerships to implement proposed project.

**Sub Question**

**Weaknesses:**

1. No weaknesses.

**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:**

1. CAP's a range of public current annual budget of \$48.5M provides clear evidence of the agency's experience with blending a range of public and private funds. (pg. 79)
2. Over 40 separate sources compose the 2011 budget, representing a mix of federal (Head Start, Early Head Start, IRS, HUD, USDA, NeighborWorks, ARRA), state (OK Departments of Education, Commerce, and Regents for Higher Education), local (United Way, Tulsa Community Foundation, City of Tulsa), and private and corporate foundations' (Kaiser, Schusterman, Zarrow, Tulsa Community Foundation, JPMorgan Chase) funds that are combined to provide anti-poverty services for more than 23,000 households each year. (pg. 80)
2. The applicant demonstrates sufficient supporting funds and an integration of existing funding to build capacity and increase the probability of successful completion. (pg. 79-80)

**Weaknesses:**

1. No weaknesses.

**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:**

1. In both the Kendall-Whittier and Eugene Field Neighborhoods, the continuum of solutions includes an early childhood education infrastructure (e.g. multiple state of the art preschools) and high quality network. (pg. 34)

**Weaknesses:**

1. No 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:**

**Weaknesses:**

**Reader's Score:**

**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:**

**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:**

1. In 2011, CAP embarked on a \$48.5M 40-unit workforce housing project in downtown Tulsa by loaning HUD HOME funds to a joint venture with an urban property developer. Choice Neighborhoods award letter included in the addendum. (pg. 80)

**Weaknesses:**

1. No weaknesses.

**Reader's Score:** 1

**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.

**Reader's Score:**

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**Status:** Submitted  
**Last Updated:** 11/16/2011 12:55 PM

Status: Submitted

Last Updated: 11/02/2011 03:13 PM

## Technical Review Coversheet

**Applicant:** Community Action Project of Tulsa County, Inc. (U215P110148)

**Reader #1:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	15
<b>Quality of Project Design</b>		
1. Quality of Project Design	20	20
<b>Quality of Project Services</b>		
1. Qual. of Project Services	20	20
<b>Quality of the Management Plan</b>		
1. Qual. of Management Plan	45	43
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>CPP4 Early Learning</b>		
1. CPP4 Early Learning	2	2
<b>CPP5 Internet Access</b>		
1. CPP5 Internet Access	1	0
<b>CPP6 Arts and Humanities</b>		
1. CPP6 Arts and Humanities	1	0
<b>Competitive Preference Priorities</b>		
<b>CPP7 Affordable Housing</b>		
1. CPP7 Affordable Housing	1	1
<b>Invitational Priority</b>		
<b>Adult Education</b>		
1. Adult Education	0	0
<b>Total</b>	<b>105</b>	<b>101</b>

# Technical Review Form

Panel #3 - Panel - 3: 84.215P

Reader #1: \*\*\*\*\*

Applicant: Community Action Project of Tulsa County, Inc. (U215P110148)

## 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:

Applicant provides many data points which describe the magnitude of the problem to be addressed. Including the indicators of Family & Community Need (pgs 12-14) which includes health factors, immunization rates, crime rates, student mobility rates, teenage birth rates, single parent families, housing, poverty rates and income levels. All indicators point to the severity of the problem. In addition, the applicant provides many educational data points for the schools being targeted which shows the severity of the educational problems to be addressed. These include graduation rates (48.2%), average ACT scores Academic Performance Index scores, average days absent, and so forth.

#### Weaknesses:

No weaknesses

Reader's Score: 10

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

#### Strengths:

(pg 7 - 18) The applicant clearly defined the two, non-contiguous neighborhoods, KWN and EFN, to be focused on which border the east and south sides of Tulsa's downtown. The applicant further describes what history of what led to both neighborhood's decline as well as what has contributed to both neighborhood's renaissance.

#### Weaknesses:

No weaknesses

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:**

(pg 4 & 5) Applicant explains the ambitious, comprehensive and rigorous school reform efforts being undertaken in Tulsa. Specifically the points listed on page 5.

(pg 27 & 28) Applicant lists three long-term goals and actionable strategies to be implemented which will lead to identifying needs of target neighborhood.

(pg 35 - 43) Applicant explains that the process used to determine the proposed CoS will be closely aligned with the extensive series of rigorous and comprehensive school reform strategies now underway.

**Weaknesses:**

No weaknesses

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:**

(pg 27) Applicant explains goals are focused on early learning through grade 12 and family and community supports which will allow for the creation of a complete CoS.

(pg 26) Applicant explains that a leadership team which will build the CoS that stretch from cradle through school to college all the way to career.

**Weaknesses:**

No weaknesses

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:**

(pg 28 - 29) Applicant provided information on groundwork already conducted to leverage existing neighborhood asset through developing a Core Project Team. They applicant also denoted, "This began the formation of a strong network that would provide the leadership structure necessary to move forward intentionally and credibly to address the many challenges in the neighborhoods." This appears to have movement to leverage assets and resources locally.

Applicant explained (Pg 2 - 4) that the neighborhoods targeted has seen some federal funds (HUD Choice Neighborhoods and the Fab Lab Tulsa) injected.

**Sub Question**

**Weaknesses:**

No weaknesses

**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: 20**

**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:**

(pg 47) Applicant explains the needs assessment will help unify stakeholders around community goals, identify the children with the highest needs and the greatest challenges facing residents; plan specific interventions; compel shared accountability and adjust implementation along the way.

(pg 47) Applicant explains they will supplement the required indicators with additional indicators from national reports to develop an extensive list of both potential sources of data.

**Weaknesses:**

No weaknesses

**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.**

**Strengths:**

(pg 32) Applicant explains they will be guided by their national partners Child Trends (CT) to take advantage of an ever increasing body of rigorous evaluation studies that identify effective programs. With the tremendous number of programs that CT has in its database, solutions should come from strong evidence.

(pg 47) Applicant explains that the data, which will be used for solutions, will adjust implementation along the way.

**Weaknesses:**

No weaknesses

**Reader's Score: 10**

**Selection Criteria - Quality of the Management Plan**

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

**Reader's Score: 43**

**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:**

(pg 6) The applicant explained they have multiple years experience in working with the school systems including joint operation of pre-kindergarten classrooms inside TPS elementary schools, shared service agreements to provide food services, facilities coordination and free and appropriate care for children with special needs. In addition, CAP also has experience with college aspiration and scholarship promotion activities at six TPS high schools. In addition, CAP has a tremendous history in working with the low-income neighborhoods and its residents. As well, they have experience with federal, state and local government leaders and other service providers.

The Core Project Team, already formed, will assist in building capacity with the project for the management team and project director.

**Weaknesses:**

No weaknesses

**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:**

(pg 47) Applicant's proposal to build capacity involving data using Child Trends to assist with collecting, analyzing data for the Core Project Team to use for decision making, learning, continuous improvement and accountability is strong.

(pg 69) Applicant provides sound experience involving data through the aggregated data on school performance of preschool graduates, Alumni Impact Project, as well as working with prominent resercahers.

**Weaknesses:**

No weaknesses

**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.**

**Sub Question**

**Strengths:**

(pg 55 - 69) Applicant provides experience creating formal and informal partnerships. (MOU) Applicant provides alignment of visions, theories of action and change described in the MOU as well as a system to hold partners accountable for performance.

**Weaknesses:**

No weaknesses

**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:**

(pg 79 - 83) Applicant provides, throughout application, the experience in integrating funding streams from public and private sources. This includes most recently the Choice Neighborhoods, Social Innovation Fund and, HPOG.

Applicant provides information throughout application on proposal to leverage and integrate high-quality program, (pg 34 specifically).

**Weaknesses:**

Applicant did not provide information on lessons learned concerning integrating funding streams from multiple public and private sources.

**Reader's Score: 8**

**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:**

(pg 34 & 24) Applicant explains the plan to develop a CoS for the early childhood infrastructure and high quality programming.

**Weaknesses:**

No 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:**

Not addressed

**Weaknesses:**

Not addressed

**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:**

No strengths

**Weaknesses:**

No 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:**

Applicant included a letter of award from US HUD announcing the FY10 Choice Neighborhoods Planning Grant and on page 80 applicant provided narrative on creating a \$7M 40 unit workforce housing project in downtown Tulsa.

**Weaknesses:**

No weaknesses

**Reader's Score: 1**

**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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**Status:** Submitted

**Last Updated:** 11/02/2011 03:13 PM

Status: Draft

Last Updated: 11/03/2011 12:17 AM

## Technical Review Coversheet

**Applicant:** Community Action Project of Tulsa County, Inc. (U215P110148)

**Reader #2:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	15
<b>Quality of Project Design</b>		
1. Quality of Project Design	20	20
<b>Quality of Project Services</b>		
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<b>Quality of the Management Plan</b>		
1. Qual. of Management Plan	45	45
<b>Priority Questions</b>		
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<b>CPP4 Early Learning</b>		
1. CPP4 Early Learning	2	2
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1. CPP5 Internet Access	1	
<b>CPP6 Arts and Humanities</b>		
1. CPP6 Arts and Humanities	1	
<b>Competitive Preference Priorities</b>		
<b>CPP7 Affordable Housing</b>		
1. CPP7 Affordable Housing	1	1
<b>Invitational Priority</b>		
<b>Adult Education</b>		
1. Adult Education	0	
<b>Total</b>	<b>105</b>	<b>103</b>

# Technical Review Form

Panel #3 - Panel - 3: 84.215P

Reader #2: \*\*\*\*\*

Applicant: Community Action Project of Tulsa County, Inc. (U215P110148)

## 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:

Minorities represent 45% of the total population of KWN, and more than half of the school-aged population. The Hispanic population has nearly tripled since 2000, now at 27% of the population, while African-Americans represent approximately 11% and Native Americans almost 7% of the population. According to the 2005-2009 American Community Survey 5-Year Estimates, 34% of KWN residents lived below the Federal Poverty Level (p9)

In 2010, Oklahoma ranked 7th lowest for the percentage of two-year olds who were immunized, 70.8% in Oklahoma compared to 76.3% nationwide. According to the 2010 Oklahoma Toddler Survey, a two-year follow-back survey given to 4,000 mothers across the state, mothers who were less than 20-years old and mothers who reported their pregnancy was unintended were more likely to report difficulties getting immunizations for their children. (c) Crime Rates in the KWN have improved but still exceed state averages - I, 107 violent crimes and 4,521 total crimes per 100,000 inhabitants. Juvenile crime in KWN is well above Tulsa levels. 68 of every 1,000 youths in KW were suspected of a criminal offense per year since 2005, compared to 51 of every 1,000 in the county. Among schools in the KWN, KW Elementary reported 207 Part I crimes in the geographic area of the school in 2010, Sequoyah 96. Among elementary schools, 43 or 78% reported lower rates. Rogers High School reported 105 crimes in the geographic area, including 39 Part I Crimes in school, the highest number among all high schools. (d) Student mobility rates in the KWN ranged from 11% in the elementary school to 23% in the high school, far exceeding the state average of 10%. (e) Teenage Birth Rates: The KWN falls within two zip codes: 74410 and 74104. The 74110 zip code has the 2nd highest rate of teenage pregnancy in Tulsa County at 9.7%. Within the 74104 zip code 2.5% of all births were to teenage mothers. (f) Single-parent families account for 22.3% of the families in the KWN according to census tract data, exceeding Tulsa County at 15.9%, the state of Oklahoma 7% and the nation at 14.4%. (g) Housing in the KWN is of poor quality. In 2010, 61% of KWN residential properties were in below average condition according to the county assessor, compared to 12% countywide. The vacancy rate in the neighborhood was 14.9% according to census tract. (h) Federal poverty levels: 34% of residents (p13)

Among elementary schools, 48 or 87% of schools reported lower rates. Clinton Middle School reported 60 crimes in the geographic area including 11 in the school and Webster High School reported 41 crimes in the geographic area, including 1 Part 1 Crimes in the school. (d) Student mobility rates in the EFN ranged from 171% in the target elementary school and middle school to 19% in the target high school, far exceeding the state average of 10%. (e) Teenage Birth Rates: The EFN falls within one zip code, 74107 which has the 7th highest rate of teenage pregnancy in Tulsa County at 5.9%, compared to 3.8% countywide. (f) Single-parent families account for a 58.9% of families in the EFN according to census

**Sub Question**

tract data, far exceeding Tulsa County at 15.9%, the state of Oklahoma at 14.7% and the nation at 14.4%. (g) Housing in the EFN includes three HUD-assisted housing projects, including a 200-unit complex operated by CAP and the target of a Choice Neighborhood grant. The vacancy rate in the neighborhood was 11.5% according to census tract data. (h) Federal poverty levels: 62% of residents in the KWN lived below the Federal Poverty level according to census tract data. The prevalence of poverty among the neighborhood's youth is even greater, as 86% of children under 18 and 89% of children under five were in poor households (census tract data). Median household income in the EFN was at \$13,142 according to census tract data, far below the Tulsa County median of \$45,264. (p18)

**Weaknesses:**

No weaknesses in this section

**Reader's Score: 10**

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

**Strengths:**

The neighborhood covers 2.27 square miles and includes portions of census tracts 14, 20, and 21, and zip codes 74104 and 74110. KWN is bound on the north by the Burlington Northern Railroad, on the south by 11th Street, on the west by Utica Avenue, and on the east by Harvard Avenue. (p9)

**Weaknesses:**

There are no weaknesses in this section

**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 Tulsa Promise Neighborhood initiative is being led by Community Action Project of Tulsa County (CAP), a nationally acclaimed, comprehensive anti-poverty agency which has been providing direct services and coordination of other services to local low-income residents since 1973. In 2005, CAP completed a lengthy strategic planning process in which the agency adopted a major shift in its anti-poverty approach, concluding that the best strategy for improving the long-term economic prospects for low-income children was to set a specific and achievable goal that they complete post-secondary (p25)

**Weaknesses:**

No weaknesses found in this section

**Sub Question**

**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:**

Over three dozen local facilitators were trained and will be leading small group conversations to understand the residents' perspectives of what is important to the community. These Dialogues-to-Action will be held in the Kendall-Whittier Neighborhood in September of 2011, and then followed by the same type of resident group conversations in the Eugene Field Neighborhood.

Following the determination of indicators that will be focused on by the Core Project Team, CAP has contracted with Child Trends - an independent research and policy center focused on improving outcomes for children, and a key consultant for the Tulsa Promise Neighborhood endeavor - to compile the data and conduct the analysis needed for completion of the comprehensive needs assessment and segmentation analysis. This work is scheduled to be completed in Kendall-Whittier in November of 2011, with the same work for the Eugene Field Neighborhood to be completed in April of 2012. (p31)

**Weaknesses:**

No weaknesses found in this section.

**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:**

Kirk Wester in December of 2010 as the Director of Neighborhood Revitalization Initiatives. Mr. Wester is a 14-year resident of the Kendall-Whittier Neighborhood, bilingual (Spanish/English), and an active community organizer. A Core Project Team was formed with the tasks of developing a governance structure for the initiatives (both the Promise Neighborhood and very similar Choice Neighborhood projects), as well as a specific mission and strategy. Comprised initially of the leadership from the various educational providers and residents of the target areas, this network was expanded to encompass a broad array of interested parties - including local universities, health providers, businesses, faith-based and social service organizations) (p29)

**Weaknesses:**

There are no weaknesses in this section

**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: 20**

**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**

## Sub Question

**determine each solution within the continuum.**

### **Strengths:**

Conducting a comprehensive needs assessment and segmentation analysis: Data will be used for many purposes in the Tulsa Promise Neighborhood, including to: help unify stakeholders around common goals; identify the children with the highest needs and the greatest challenges facing residents; plan specific interventions; compel shared accountability; and adjust implementation along the way. Not only will data be used to evaluate the ultimate success of the

neighborhood transformation efforts, but also as a key tool for ongoing performance management and continuous improvement. The Tulsa PN team has extensive experience with using information to assess and manage program operations. During the planning year, the team will conduct a needs assessment and segmentation analysis, build partner agencies' capabilities to use data through technical assistance, and develop a longitudinal data system to measure over time the outcomes resulting from implementation. In preparation for these endeavors, huge strides have been made over the last few months. Work completed to date includes:

1) Supplementing the required indicators outlined in the Promise Neighborhood 2010 and 2011 federal notices with additional indicators from national reports to develop an extensive list of both potential indicators and sources of data. The resulting list of indicators has been used at meetings and in discussions with numerous community partners including early childhood providers (Educare, Crosstown), health care providers (Tulsa Health Department, Community Health Connections, Morton Comprehensive Health Services), public and private schools (Kendall-Whittier Elementary, San Miguel), community school coordinators (Linkages Project staff), and others to precisely explain the Promise Neighborhood project's scope - including the importance of data driven methods. Through this process, important feedback was obtained from partnering agencies about the list of potential indicators, the possible challenges to obtaining data to measure the indicators, and the perceived value of each indicator for the target neighborhoods. (p47)

### **Weaknesses:**

There are no weaknesses in this section

**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.**

### **Strengths:**

Through the support of the George Kaiser Family Foundation, CAP has already contracted with Child Trends to complete the following work in the Kendall-Whittier Neighborhood. Similar work will be completed by Child Trends in the Eugene Field Neighborhood during the upcoming planning year (see also the Budget Narrative). 1) Contracted with Child Trends to complete a needs assessment and segmentation analysis for the Kendall-Whittier Neighborhood. Child Trends has already begun work collecting and analyzing data on required indicators listed in the 2011 federal notice. Additional indicators will be added based on feedback and direction from community residents and partners through the Dialogues-to-Action meetings and Results-Driven Workgroups.

2) As part of the contract, Child Trends will recommend indicators and appropriate sub-group analysis of the data after taking into consideration feedback from the Kendall-Whittier Neighborhood, the challenges related to specifying data unique to the Kendall-Whittier Neighborhood, the reliability of estimates based on existing data, and how existing survey items could be incorporated into one or more local surveys, as necessary.

3) Additionally, Child Trends will provide consultation on how the results of the needs assessment and segmentation analysis may be used to inform the selection of a continuum of solutions. Consultation will include the use of Child Trends extensive database of evidence based programs, site visits/conference calls, and recommendations via a report of recommended solutions, potential for success of program replication, challenges that may arise, and possible solutions to those challenges.

4) Finally, Child Trends will advise on the needs and uses of a longitudinal data system to collect information about child and family well-being in the Kendall-Whittier and Eugene Field Neighborhoods. Child Trends staff will participate in conversations regarding potential systems, identify strengths and challenges to using systems, and advise on the policies and procedures that need to be in place in order

**Sub Question**

to successfully implement a data system in a multi-agency environment.

The final list of indicators, both the suggested potential indicators and those required in the federal notice, will be used by Child Trends in the completion of a full needs assessment and segmentation analysis for both targeted neighborhoods. Child Trends and CAP will work closely with partners to obtain administrative data including but not limited to: 1) Tulsa Public Schools for school-related data; 2) Tulsa Health Department and other community health care providers for health-related data; 3) early care and learning programs and the Department of Human Services Child Care Licensing program for enrollment information and assessment data; as well as 4) state and national level data for comparison. The following table outlines the required indicators from the 2011 notice, as well as the indicators under consideration, and includes potential sources of data for each indicator (p50-51)

**Weaknesses:**

There are no weaknesses in this section

**Reader's Score: 10**

**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:**

In conjunction with the agency's nationally regarded Early Childhood Programs serving 2,000 young children from birth through pre-k, CAP operates financial asset-building and community development programs as part of a mission to improve the long-term economic success of children, their families, and the communities in which they live. (p55)

CAP has gained extensive experience working with public schools serving both the KW and EF Neighborhoods. In 2006, CAP united with local and national philanthropists to construct one of the country's first Educare centers directly adjacent to Kendall-Whittier Elementary (KWE). This world class early childhood facility ensures access to high-quality education and medical care for 200 at-risk children ages six months to five years, many of whom then enroll in the public school next door. Co-location creates a seamless transition from birth to kindergarten and provides opportunities for children in both settings to interact via pre-transition visits, common assemblies, and a Reading Buddies program. Shared opportunities to foster parent involvement include coordinated open houses, parent-teacher conferences, and community events. The two organizations also work to optimize resources by, for example, sharing a psychologist and a water play area.

CAP staffed and operated Educare from inception until 2010 when, following extensive grant writing assistance from CAP, the separate entity Tulsa Educare, Inc. became its own Early Head Start grantee through federal stimulus opportunities to expand the program. CAP then continued to provide Educare with core administrative services to nurture the center's autonomy and capacity to serve the surrounding neighborhood. CAP's support, which was slowly phased out over more than a year, included guidance on child records systems, along with accounting, information technology, and maintenance functions. (p57)

Beginning in 2004, CAP targeted resources to the Eugene Field Neighborhood by first orchestrating a \$5M project to acquire a 200-unit multi-family apartment complex. Combining loan financing with tax credits through a partnership with the Local Initiatives Support Corporation allowed CAP to introduce



### Sub Question

quality housing options to low-income residents living in the area. Following that initial investment, CAP then leveraged City of Tulsa and private funds to build a preschool across the street from the apartment complex in order to target the many families living nearby in subsidized housing. The resulting Eugene Field Early Childhood Education Center opened in 2008 and is a 23,000 square foot facility with a health clinic and 12 classrooms from which 150 children ages birth through three are served year-round. Constructed on the grounds of the adjacent Eugene Field Elementary School, the early learning center serves as the starting point of a birth to elementary pipeline of academic, family, and community supports in the neighborhood. CAP has since coordinated a range of complementary services conducted from the apartment complex, early learning center, and elementary school including a summer feeding location, family literacy program, financial and adult education classes, a computer lab, and outdoor recreation.

CAP has also worked extensively with both Rogers and Webster High Schools. In 2006, CAP was selected by the Oklahoma State Regents for Higher Education to increase enrollment in Oklahoma Promise, the state's college or vocational scholarship for low-income students. CAP promoted awareness of the program, assisted interested students with scholarship registration, conducted outreach to their families, and obtained required income verification to help students to develop and realize their college ambitions. During five years of targeting Rogers and Webster High Schools, 467 completed college scholarship applications were submitted to the State Regents due to CAP's assistance. (p58)

#### Weaknesses:

There are no weaknesses in this section

**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:

Each of CAP's current programs utilizes a specific tracking tool to measure outcomes and inform improvements (e.g., ChildPlus, EamBenefits Online, TaxWise, CounselorMax). For several years, CAP has obtained aggregated data on the school performance of preschool graduates once they enroll in public school, including grade level, attendance, participation in free/reduced price lunch, need for special education or programs for English Language Learners, grades in core subjects, and state test scores. However little was known about each child's circumstances outside of school including family and community supports and challenges. In response, CAP launched the Alumni Impact Project, a multi-year, intergenerational research study incorporating interviews with families and teacher surveys to better understand how families' needs and strengths change over time after participating in CAP's early childhood program. These efforts represent CAP's strong commitment to measuring the effectiveness of early interventions over the long term and to results-based reforms. Separately, CAP has worked with a number of prominent researchers to inform both policy and practice, notably Professor William Gormley at Georgetown's Center for Research on Children in the U.S., and Dr. Diane Horn at the University of Oklahoma's Early Childhood Education Institute. Finally, project partner Child Trends has extensive expertise in collecting and using data from multiple agencies to monitor and improve program performance of community-based initiatives. (p69)

#### Weaknesses:

There are no weaknesses in this area.

**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.

## Sub Question

### Strengths:

Up to 20 organizations serving children living in the Kendall-Whittier and Eugene Field Neighborhoods will be invited to join the first round of Tulsa's Promise-to-Performance Program. The 12-month process entails: 1) The Performance Challenge: each entity is assisted with selecting precise challenges, tailored to its own organization, that are key to improving organizational results; 2) Workshop Sessions: interactive problem-solving and learning sessions that provide the tools and frameworks needed to succeed at the selected challenges; 3) Assignments: a series of task-by-task steps tailored to each organization to facilitate progress towards meeting performance challenges; 4) Coaching: professionals work with participants to help ensure focus, persistence, and leadership; 5) Peer Support: participants have the opportunity to learn from and support one another; and 6) Accountability: performance is demanded from all participants since delivering on specific results is the most powerful way to ensure organizational transformation occurred.

In addition to the Promise-to-Performance Program, CAP will also work to build a common set of disciplines across Tulsa-based organizations through the facilitation of network performance compacts.

### Weaknesses:

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:

Beginning in 2004, CAP targeted resources to the Eugene Field Neighborhood by first orchestrating a \$5M project to acquire a 200-unit multi-family apartment complex. Combining loan financing with tax credits through a partnership with the Local Initiatives Support Corporation allowed CAP to introduce quality housing options to low-income residents living in the area. Following that initial investment, CAP then leveraged City of Tulsa and private funds to build a preschool across the street from the apartment complex in order to target the many families living nearby in subsidized housing. The resulting Eugene Field Early Childhood Education Center opened in 2008 and is a 23,000 square foot facility with a health clinic and 12 classrooms from which 150 children ages birth through three are served year-round. Constructed on the grounds of the adjacent Eugene Field Elementary School, the early learning center serves as the starting point of a birth to elementary pipeline of academic, family, and community supports in the neighborhood. CAP has since coordinated a range of complementary services conducted from the apartment complex, early learning center, and elementary school including a summer feeding location, family literacy program, financial and adult education classes, a computer lab, and outdoor recreation.

CAP has also worked extensively with both Rogers and Webster High Schools. In 2006, CAP was selected by the Oklahoma State Regents for Higher Education to increase enrollment in Oklahoma Promise, the state's college or vocational scholarship for low-income students. CAP promoted awareness of the program, assisted interested students with scholarship registration, conducted outreach to their families, and obtained required income verification to help students to develop and realize their college ambitions. During five years of targeting Rogers and Webster High Schools, 467 completed college scholarship applications were submitted to the State Regents due to CAP's assistance. (p58) Federal relationships include CAP's work with HHS (for Head Start and CareerAdvance®) and HUB (as a CHDO, housing counseling agency, and Choice Neighborhoods grantee), along with the IRS, and USDA. Support and technical assistance from the IRS fuels the agency's massive free tax preparation program, and a multi-year funding commitment from the USDA was vital to CAP's creation and continued evolution of a one-stop solution to connect families to appropriate supports through a web-based application tool that interfaces with administrators of public benefits statewide.

Finally, CAP's work with other service providers in the community is extensive and ongoing, most notably with Family & Children's Services to provide mental health services to enrolled children and their families, Union Public Schools to deliver home-based Early Head Start services and Parents As Teachers program, SoonerStart to conduct early interventions for very young children with disabilities, and the Pediatric Dental Group to perform free oral care for children enrolled in CAP's programs. (p60)

**Sub Question**

**Weaknesses:**

There are no weaknesses in this section.

**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:**

. In 2010-11, all three public elementary schools targeted in this proposal (KWE, EFE, and Sequoyah) participated in the first-year implementation of the Early Development Instrument (EDT). The EDT is a population-level assessment that measures all essential domains of school readiness. School and neighborhood reports, which are expected to be available in September 2011, will provide a clear picture of the proportion of children who are vulnerable and the nature of those vulnerabilities, as well as the proportion of children who are ready for school. Detailed reports will allow CAP to work with the elementary schools, early learning programs, and social service providers to better understand vulnerabilities by domain, gender, race, English language learner status, disability status, income, and early childhood experiences. EDT results are available at a very fine level of geographic detail. CAP will integrate these results into neighborhood involvement efforts, thus providing parents, businesses, and service providers with a tool needed to develop and improve services to provide better supports to younger children. Results also will be used by school leaders to target strategies to better ensure that kindergartners are ready for 31 grade, by building a local network based on successful supports from birth through grade 3. (p86)

**Weaknesses:**

There are no weaknesses in this section

**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:**

**Weaknesses:**

**Reader's Score:**

### 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:**

### 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:**

In March 2011, CAP of Tulsa County was selected by the US Dept of Housing & Urban Development to receive a Choice Neighborhoods planning grant in the amount of \$250,000 to support the development of a comprehensive neighborhood transformation plan in the Eugene Field Neighborhood. (p92)

The targeted redevelopment site for Tulsa's Choice Neighborhoods planning process is the Brightwaters Apartment Complex, a functionally obsolete 200-unit HUD assisted property owned and operated by CAP. (p93)

**Weaknesses:**

There are no weaknesses in this section

**Reader's Score:** 1

### 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.

**Reader's Score:**

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