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

Technical Review Coversheet

Applicant: Ohio University (U215P110022)
Reader #3: **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	14
Quality of Project Design		
1. Quality of Project Design	20	18
Quality of Project Services		
1. Qual. of Project Services	20	20
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	1
CPP5 Internet Access		
1. CPP5 Internet Access	1	0
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	97

Technical Review Form

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

Applicant: Ohio University (U215P110022)

Questions

Selection Criteria - Need for Project

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

Reader's Score: 14

> **Sub Question**
>
> 1. **The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators identified in part by the needs assessment and segmentation analysis.**
>
>   **Strengths:**
>
>   The district has been designated as the most poor in the state of Ohio (p. 8). The proposal describes the population as having high levels of poverty and unemployment (p. 5). Those who work, commute great distances (p. 7.) The township lacks basic social and health services (p. 7). Other health and mental health impacts are sufficiently documented (p. 8).
>
>   **Weaknesses:**
>
>   It is unclear the numbers of children under 5 who are targeted (p.5).
>
>   **Reader's Score:**   9
>
> 2. **The extent to which the geographically defined area has been described.**
>
>   **Strengths:**
>
>   The targeted area is sufficiently defined and described with a map and a description (p. 5).
>
>   **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: 18

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 planning for this grant has taken several months and involved several partners including Ohio University, the local schools, the County Children s Services agencies, and the Mental Health, and Counseling Center (p. 11). Their project design is comprehensive including school and community supports, a continuum of solutions from early childhood through college and career success (p. 14). The assessments proposed encompass the first half of the planning year and are comprehensive (p. 20-21). Of particular interest is the environmental scan of current services and needs in preschool and in-home providers in early childhood education (p. 21-22), The proposal also seeks to find out what professional development are needed by the teachers (p. 17) so they can help the children.

   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:

   Their theory of action is comprehensive and conforms to the ideals of this grant proposal (p. 14). The plan focuses on leveraging assets for assistance at key transition points, such as the transition to school to middle and high school, transition to college and career (p. 20). In the early grade, the focus is on literacy readiness (p. 21). For those children in early childhood education, the plan is to assess what services are available for children in preschool and at home, and which services are needed. (p. 21).

   Weaknesses:

   It is unclear how those who are surveying the needs of the families will be able to reach the families with children under 5 who are served at home (p. 21).

   Reader's Score: 4

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

   Strengths:

   The proposal aims to integrate resources, such as the 21st Century Community Learning Centers Grants, the Athens County Children Services, Tri-County Mental Health and Counseling Center, and a Parent Advisory hired by the school. By coordinating these efforts, they will create a culture of collaboration there by eliminating silos (p. 13). Additionally they seek to evaluate the activities allowing for continuous improvement (p. 13) that is sustainable using a compendium of funding sources such Rural Action which builds sustainable development projects and the Community Food initiative, and Kids on Campus an after-school summer tutoring and nutrition program offered by Ohio University (p. 18).

Weaknesses:

Many school improvement efforts are already in place using a coordination of funding sources (p.15). The school district is already working with the School Improvement Grant funds, Ohio University has been a community partner for over 15 years (p. 16). There is a three year partnership with the Patton College to pair graduate teaching fellows with current teachers (p. 16) and the grant proposal states that numerous partnerships have developed over the years, especially through school leaders (p. 18)

Reader's Score: 4

Selection Criteria - Quality of Project Services

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

Reader's Score: 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:

   The segmentation analysis will be performed by a Geographic Information Specialist (GIS) through the Voinovich School. The maps generated will give a clear picture to the researchers and the community members of the high need areas. The solutions proposed will be evidence based (p. 28). The research will include quantitative and qualitative measures by trained researchers (p. 33).

   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.**

   Strengths:

   The results, solutions and indicators proposed exceed current data collected in order to give a comprehensive picture of what is already collected and what is still missing. The areas of data collected cover the span from cradle to college/career (p. 30-32). The results will be reviewed monthly during the planning phase of this grant (p. 34).

   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: 44

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:

   With the university in close proximity, it is easier to create an environment of collaboration in working with the neighborhood and the families (p. 42). The project director has worked in an adjacent district in a number of roles and has experience as a program evaluator (p. 35). The director and coordinator have many experiences that are relevant to this Promise Neighborhood proposal such as experience as a principal, and special education teacher and a program evaluator (p.35). The project is looking for graduate assistants who are empathetic toward the Appalachian culture (p. 36). The governing board that meets monthly will be made up with many local community members and from public and private entities living in and serving the targeted neighborhood (p. 36). The focus on the planning grant will be on working with the community (p. 37).

   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:

   The grant will use a mixed-method approach of interviews and data collection from existing sources and new sources for information that is not currently collected (p. 38). The goal of the plan is to create a seamless continuum of services (p. 38). The suggested tools include surveys/questionnaires, interviews, focus groups, observations, and gathering data from existing sources. (p. 38). Decisions will be made through communications between the Governing Board and the Project Director and Coordinator (p. 37). And the Governing Board s representation covers a wide array of representatives from the local schools and the community to child services and a private community employer (p. 37).

   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.**

   Strengths:

   The proposal acknowledged that this process of gathering information will be a learning process that will be accomplished through working within the school and community (p. 40). They are also seeking to uncover truths and myths in this process of finding out what has worked in order to strengthen the positive factors and change the negative traits (p. 40). The core group of partners includes the Higher ED

school of health, the school of leadership at the university, local school district, Community Action (Head Start), and another community benefactor (p. 42-44). The theory of change used presents assumptions and influences, it looks at the issues and constructs strategies toward an improved integrated cradle-to-career model of change and also utilizes the personal and community assets toward the desired results (p. 46). The three most challenging concerns are low readiness for schools and jobs, lack of jobs in the community and a fragmented service delivery system (p. 45). The Memorandum of Understanding beginning on e-97 specifically states the roles and commitments of each of the partners down to the obligations, the products and services and the cost shares.

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 management team has already been formed from partners who have had a history of collaboration and who are willing to work together for the good of the children (p. e108-119). Each of the collaborative partners has committed to supporting this project by money and in-kind support for this project (p. e108-119 and sponsor costs (p. 129-130). The coordinator of this project will work full time, allowing the project to have a focused administrator (p.e129). The Biographical sketches of the management team demonstrate a capable team enlisted in supporting this proposal (p. e72-95).

Weaknesses:

The literacy coordinator will only work .15 FTE which may not be sufficient time to review all academic data from primary and secondary sources (p.e129).

Reader's Score: 9

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 Head Start/Early Head Start Education coordinator will commit 40% of her time to being the coordinator of this group (p. 3). The plan is to create a community center where services may be offered in a central location. Either the school district or the Community Action Agency will make space available (p. 4).

Weaknesses:

It is not clear how the services will be made available for families who do not qualify for Head Start or those children in Kindergarten to third grade (p. 4).

Reader's Score: 1

Competitive Preference Priority - CPP5 Internet Access

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

   Strengths:

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

   Weaknesses:

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

Reader's Score: 0

Competitive Preference Priority - CPP6 Arts and Humanities

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

   Strengths:

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

   Weaknesses:

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

Reader's Score: 0

Competitive Preference Priorities - CPP7 Affordable Housing

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

   Strengths:

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

   Weaknesses:

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

Reader's Score: 0

Invitational Priority - Adult Education

1. **To meet this priority, an applicant must include a plan that is coordinated with adult education providers serving neighborhood residents, such as those funded through the Adult Education and Family Literacy Act, as amended. Coordinated services may include adult basic and secondary education and programs that provide training and opportunities for family members and other members of the community to support student learning and establish high expectations for student educational**

achievement. Examples of services and programs include preparation for the General Education Development (GED) test; English literacy, family literacy, and work-based literacy training; or other training that prepares adults for postsecondary education and careers, or supports adult engagement in the educational success of children and youth in the neighborhood.

Yes

Reader's Score: 0

Status: Submitted

Last Updated: 10/31/2011 11:53 AM

Technical Review Coversheet

Applicant: Ohio University (U215P110022)
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	20
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	0
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

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

Applicant: Ohio University (U215P110022)

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 several data points about the severity of community problems in the targeted area. The Trimble township has a pressing need for cradle to career possibilities, with a poverty rate of 29.6%, giving the region one of the highest poverty rates in Ohio (e26). Further, in 2009, 20.6% of the population receives food stamps, up 1.8% from 2008, which correlates to rising regional poverty.   In 2010, approximately 30% of Trimble Township children were living below the poverty level.

 In this community, 59% of Medicaid beneficiaries are age 17 and under (e16). Because it is a rural area, families face hardship traveling 75 miles to Columbus for medical treatments for their children. Simply traveling to neighboring communities for social and health services poses a significant challenge for some families who lack transportation, earning it the label Medically Underserved Area (MUA) by the US Department of Health and Human Resources.

 The proposal is incisive in its evaluation of the depressed local economy, citing a mining pit that recently closed, the fact that some citizens commute to work in industry in nearby towns.

 Academically, the community is low performing. Trimble Local Schools are deemed low performing by their state education department and its SY07-08 graduation rates of 83.8% placed it in the bottom 5% of Ohio s school districts (e29). Additionally, only 4% the population over 25 has a college degree, and 26% of the same demographic group does not hold a high school diploma.

 Weaknesses:

 None.

 Reader's Score: **10**

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

Strengths:

Trimble County of Athens County, Ohio is a federally recognized distressed county in North Central Appalachia (e16), and occupies 37.1 square miles in the northernmost part of Athens County.

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 s theory of action driving the planning phase of this project starts with resources allowing for official organizing and development that identifies current services from which solutions may emerge (e33).

They aim to efficiently do this work with as few silos of service as possible, addressing a central component of the Promise Neighborhoods grant program (e33). In the proposal, the two main objectives are to integrate as many federal, state, and local agencies to collaborate together, and to continuously evaluate activities in order to provide formative feedback to the Governing Board, the schools, and the community, allowing for continuous improvement of the process (e33). The applicant demonstrates a thorough plan for its planning year, and aims to use this year to effectively inform future work in the community.

Currently, the middle and elementary schools have formed thirteen distinct Teacher Based Teams to address grade level needs, reading, math, positive behavior support, technology, and students with disabilities. The district provides leadership and support staff to each of these teams, and team performance is monitored by collecting and organizing meeting agendas and minutes while documenting changes in instructional practices (e35).

These two schools are also working with the ODE Office of Transforming Schools, which is administering the School Improvement Grant through a consultant who is engaging staff in inclusive, continuous, and targeted improvement to raise student achievement that is sustainable (e35).

With the school turnaround on a positive path forward, local agencies are supplementing school improvement to ensure that children have access to early childhood education, health care, and mentoring. For example, the county Child Services provides a school social worker to work entirely on-site at the schools with at-risk children and families.   The Tri-County Mental Health and Counseling Center also provides mental health professionals and caseworkers to the district to work with identified students and their families. Tomcat Bridgebuilders are community role models who encourage volunteerism among youth (e39).

While the county currently offers early childhood educational programs, the applicant seeks to learn more through its needs assessment to ensure that they are finding solutions for problematic transition points in at-risk infants and children (e40).

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:

Starting with birth and then Early Head Start, Head Start, Trimble Local Schools and nearby colleges, the applicant proposes to evaluate all existing services to see where solutions may emerge while focusing on key transition points in a child s life so that an at-risk child will persevere (e40).

Their application mentioned specific plans for working with the Athens Corporation for Ohio Appalachian Development to address early childhood literacy needs (e41) to making Trimble Schools a Sponsored District with Ohio University Patton College of Education and Human Services for staff professional development and to create a Teaching Fellows program, ensuring special interventions for students, as well as a pathway to career opportunities for students working in Trimble.

Weaknesses:

None.

Reader's Score: 5

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

Strengths:

The CELN network aims to coordinate care and communication among nearly all social, public, private, and non-profit ventures on behalf of children and families in the region. The most significant partnership they offer is with Trimble Local Schools.

The Promise Neighborhoods proposal team worked with over twenty different agencies, universities, colleges, and local, regional and state organizations to strategize around the Promise Neighborhoods (PN) planning grant proposal. In these meetings, community members expressed feeling marginalized by greater society, leading to few opportunities for self-sufficiency. The tone of the proposal conveys optimism at the idea of Trimble residents creating change from within in order to evolve as a community.

By leveraging university and community assets, the project will work with its Governing Board to maximize possibilities for funding and support from its representative social service agencies, school district, public university, and local resource/advocacy organization (e46).

Additionally, many organizations pledged to support this project through financial support, in-kind donations, and staffing support.

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: 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:

    A preliminary assessment of agencies, services, programs, and projects has already been completed by the applicant, proving their due diligence in ensuring this project can rally maximum support, both financial and otherwise, from the community (e45). If the project is supported, the applicant is well prepared to conduct a thorough needs assessment through the Voinovich School of Leadership and Public Affairs at Ohio University, and will be managed by the Project Director and Project Coordinator.

    Prudently, the project will need to focus on solutions that are evidence-based or have such community support that there is compelling reason to implement them, minimizing inefficiencies and misdirected funds (e47).

    A highly scientific approach to segmentation analysis is proposed. A number of community health indicators will be subjected to their segmentation analysis, as well as Trimble Township data, and data will be disaggregated A GIS specialist will work on this project to provide geo-coded data to design informative maps of the areas&where various indicators are most/least prevalent (e48).

    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.**

    Strengths:

    The proposed Longitudinal Data Management System proposed balances tracking individual academic, family and community support indicators. Further, their approach is even-handed in managing hard data with respect for confidentiality (p34).

    A goal is to fully engage and empower community members&in all phases of the project (e53). In doing so, and being data driven in the approach to selecting solutions, the community has a greater likelihood of improving conditions for young people because change will be driven from within.

    Weaknesses:

    None.

    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:

   The Promise Neighborhoods proposal team worked with over twenty different agencies, universities, colleges, and local, regional and state organizations to strategize around the Promise Neighborhoods (PN) planning grant proposal. In these meetings, community members expressed feeling marginalized by greater society, leading to few opportunities for self-sufficiency. The tone of the proposal conveys optimism at the idea of Trimble residents creating change from within in order to evolve as a community.
   The applicant will work with Head Start and Early Head Start to ensure children are on track for early learning. Trimble elementary and middle schools are working with the Ohio Department of Education Office of Transforming Schools in administering a School Improvement Grant, and the district has worked on the Ohio Improvement Process. This is evidence that the district has worked with the LEA as well as State government leaders to improve opportunities for children and families.

   Weaknesses:

   None.

   Reader's Score: 10

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

   Strengths:

   The Project Director and Project Coordinator are skilled in working with schools, curriculum, supervision, and public administration.

   The applicant proposes using graduate assistants to help guide the focus groups, and affirms that the assistants will offer fine research skills as well as empathy for the Appalachian culture that is dominant in Trimble Township (e56).

   The Governing Board will be comprised of representatives of multiple agencies and the community (e57). The School District will be the central focus of the project since the main purpose is to significantly improve educational and developmental outcomes for children and youth in the community (e57). This application strongly endorses having the schools partner deeply with the community and agencies to ensure success, for Promise Neighborhood Trimble will put the school in the center of all decisions (e57).

   The main objective of the planning year is to construct a plan that has a comprehensive set of solutions for a seamless continuum of services (e58). The applicant will conduct an extensive needs assessment that contains a gap analysis. The proposed data collection process will utilize a mixed-methods approach that will include surveys/questionnaires, interviews, focus groups, observation and gathering from existing data sources (e58). By combining this data, and applying three distinct levels of qualitative analysis, the applicant plans to have a much deeper understanding of the community s needs. Their thorough approach to data collection and management reflects a comprehensive, caring approach to improving this neighborhood (e59).

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:

   By working with the Trimble School District, the school will be the primary promoter to the school community of inter-agency cooperation within the municipality (e32). The applicant states that the theory of action driving the planning phase of this project starts with resources allowing for official organizing and development that identifies current services from which solutions may emerge (e33). This approach seems efficient and focused, as they aim to integrate public social services with as few silos as possible, and to continuously evaluate activities to provide feedback to the Governing Board, the schools, and the community, allowing for continuous improvement in the area.

   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:

   Several core partners including Ohio University, Trimble Local Schools, Tomcat Bridgebuilders, and Hocking-Athens-Perry Community Action Program, as well as community agencies and organizations, have pledged support to this initiative, and their pledges are included in the application. Having multiple partners ensures PN funds will be leveraged along with resources from local, state, and other federal programs in the community.

   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 demonstrates a deep commitment to providing high quality early childhood education for its infants and toddlers, and seeks to learn more about community desires through its needs assessment (e40). An emphasis on providing prevention strategies in preschool and the early grades will rely on promoting literacy readiness and development, especially for children who come from homes with limited means or enrichment opportunities (e41). The proposal is research-based in its early childhood aims (e41) and seeks to include network support, professional development opportunities for teachers and staff by addressing issues of early childhood standards and benchmarks for normal development in stages on multiple dimensions (e41).

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

   Weaknesses:

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

Reader's Score: 0

Competitive Preference Priority - CPP6 Arts and Humanities

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

   Strengths:

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

   Weaknesses:

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

Reader's Score: 0

Competitive Preference Priorities - CPP7 Affordable Housing

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

Strengths:

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

Weaknesses:

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

Reader's Score: 0

Invitational Priority - Adult Education

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

No

Reader's Score: 0

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

Technical Review Coversheet

Applicant: Ohio University (U215P110022)

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	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	0
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

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

Applicant: Ohio University (U215P110022)

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 describes several data points that describe the severity of the problems to be addressed by the proposed project. These include high levels of poverty, unemployment and an increasingly transient population (p. 4-10). The poverty rates were at (29.6%) and unemployment at 10.7% (p. 6), and this area is designated as a medically underserved area, where 22.7% of County residents were enrolled in Medicaid, and of those enrolled 59% were 17 years old or younger (p. 6).   The applicant presented low health care indicators for the area, such as obesity, serious emotional disturbances, high infant mortality rates and childhood diabetes, and child abuse, but in Athens County there is only one primary care physician for every 867 individuals (p. 8).   Other data include poor student achievement, where Trimble School District ranks 589 out of 610 in the Ohio District and it has been designated as the poorest school district in the state (p. 8, 10). Trimble Township has the medium value of a dwelling at $60,032, while the statewide median value is $140,200 (p. 7).

   Weaknesses:
   NONE

   Reader's Score: **10**

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

   Strengths:

   The applicant defined the geographic area as a rural area of 37.1 miles, and in the northernmost township in Athens County in the heart of Appalachian Ohio comprising the three townships of Glouster, Jacksonville and Trimble (p. 4, 5).   The applicant provides a map of Athens, Ohio and Trimble, the target areas to be served (p. 5).

   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

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 is very focused on providing comprehensive and rigorous strategies for improvement of schools in the neighborhood. Trimble School District will be an integral partner in the planning process, providing appropriate access to student-level data and participating in activities that result in additional data for students and family members (p.12). The applicant described the school improvement plan that includes increased collaboration and communication among parents, high school teachers, extended duties, hired consultants and purchased instructional resources for the classroom (p. 12, 13). Their indicators include solutions with measurable objectives, for example, to achieve a safe environment, they will decrease major discipline occurrences by 10% (p. 15). The applicant presented two tables on page 32 and 33 entitled A Continuum of Education Results, Solutions, and Indicators, one for Education and the other for Family and Community Supports. They include: Tentative Solutions, Related Indicator, Current Status and Data Source. Under education, it includes results that would include (early childhood development/ having children ready for kindergarten, students proficient in core subjects, successful MS to HS Transition, HS Graduation and College/Career Success. Under Family and Community Supports, for example, achieving the goal of children feeling safe, the tentative solutions are to improve neighborhood watch program, improve neighborhood lighting, with related indicators being # and % of children who feel safe at school, as measured by a school climate needs assessment, and the data source is the American Community Survey (p. 14, 30, 31).

The grant application will build on the existing school improvement activities, such as professional development of teachers (p. 13), strategies for improving reading, math, technology, behavior, literacy, and addressing students with disabilities (p. 15).

The applicant will focus on safety strategies that are aligned with the continuum of solutions to support cradle-to-career success for student so that all students have the opportunity to learn critical skills necessary to be productive and responsible citizens (p. 15).

Weaknesses:

The applicant did not address the need for parent education as a solution to the literacy problem in preschool. Parents are the first teachers and the applicant needed to find an organization that could offer parent education as part of the continuum of services, in addition to working with preschool centers and in-home providers (p. 21).

Reader's Score: 9

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 proposes to use the Project Design and Theory of Action: Continuum of Solutions Model illustrated in p. 14 that consists of the following: 21st. Century Learning Tools, Support for Student Learning, Community Leadership, Safe Community, Stable Community, Healthy Housing, Drug and Alcohol Prevention, and Healthy Students & Families. It begins with early development, core subject proficiency, transition to high school, high school graduation and college and career success (p. 14).

The continuum of solutions includes several local agencies partnering with the School District to meet the social/environmental needs of the students and their families. For example, they are Athens County Children Services and the Tri-County Mental health Counseling Center (p. 18), Hockings College placing a Trio Talent Search coordinator in the high schools, Kids on Campus after-school and summer tutoring and nutrition program offered by Ohio University; Rural Action that provides student and teacher education on the their development projects and the Tomcat Bridgebuilders that educates and mentors youth on issues related to drug and alcohol (p. 19). The applicant included a continuum of solutions at key transition points in a child's life: the transition to school, transition to middle and high school, transition to college and transition to career (p. 20, 21). This includes literacy readiness and development and improving quality of day care centers (p. 21).

Weaknesses:

NONE

Reader's Score: 5

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

Strengths:

The applicant thoroughly describes how they will leverage existing neighborhood assets and coordinate with other efforts, including many federal, state and local agencies. They have a history of working with organizations, like the Ohio University's Patton College of Education and Human Services pairing graduate teaching fellows with current teachers (p. 16), Ohio Department of Education and the School Improvement Grant that is used to provide staff development and to hire staff for non-teachers (p. 13). The applicant brought a group of individuals representing 20 different agencies, universities, colleges and organizations from the local, regional and state levels to discuss the focus of the project (p. 11). The applicant has an existing network of service agencies and valuable assets that they are currently using and a large number of individuals representing these agencies and assets have already given their time and commitment in the preparation of the application (p. 25). A team has met on a monthly basis, has conducted a preliminary assessment of agencies, services, programs and projects and came up with tentative solutions (p. 25).

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

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

   Strengths:

   The applicant describes a good process for the needs assessment and segmentation analysis. In the two tables presented, there are identifying solutions and describing indicators for each solution, like health access other than emergency room, developmentally appropriate early learning measures for three year olds and children in kindergarten, students proficiency in core subjects, graduation rates, and college/career success (p. 30).
   The applicant currently conducts needs assessment through the Trimble Local Schools annual District Local Report Card (p. 28), and conducts segmentation analysis, for example, students with disabilities need to become more proficient in reading and mathematics (p.28).

   Weaknesses:

   The applicant could have added an indicator related to parental perceived view of themselves as a teacher and partner in the education process and the knowledge parents have in child growth and development.
   The proposal does not describe a process to ensure that students with the highest needs receive the appropriate services.

   Reader's Score: 9

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

   Strengths:

   The applicant stated that they will have four research graduate assistants with skills at conducting literature reviews and community-based research to determine the effectiveness of the potential solutions and to ensure that they are solutions that are evidence-based or have such community support that there is a compelling reason to implement them (p. 27).
   The applicant also currently has the capacity to determine if the solutions are based on best available evidence, including the District Director of Data, testing and curriculum, who will support all teams with current data (p. 15).
   They also participate in the Ohio Improvement Process where they regularly meet to examine data and recommend redirection of school improvement efforts (p. 16). The applicant states that they will connect their School Improvement Grant (SIG), which provides for teacher professional development, with the most effective models of community involvement from areas all over the United States and the world (p. 17).

   Weaknesses:
   NONE

   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

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 has extensive experience in working with residents, schools, government leaders and service providers. The applicant has been meeting with a team from the community to work on the proposal since January. They also plan to have the Governing Board consist of community leaders (members of the Trimble Local Schools), different service providers including Tomcat Bridgebuilders, Community Action Program, County Government leaders representing Children Services, Trimble Community and Ohio University (p. 36, 37). The Governing Board will meet on a monthly basis to ensure progress is made and objectives are achieved (p. 34). To ensure that they address and identify local needs, the applicant has a goal to fully engage and empower community members and agency representatives in all phases of the project including needs assessment, strategy development, action planning and development of the evaluation plan (p. 34). The applicant plans to build on existing assets and resources and does not duplicate other local efforts (p. 34). Trimble Local Schools will be the center of the project with the community and will have an advisory board that consist of additional agency representation, community members, employers, and elected officials (p. 37).

   Weaknesses:

   NONE

   Reader's Score: 10

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

   Strengths:

   The applicant has the experience, knowledge and capacity to utilize data. For example, they have a team of researchers from the Voinovich School who are trained in all aspects of qualitative and quantitative research including survey design, deployment and analysis; interview and focus group script development; triangulation and qualitative analysis; social network analysis, and analysis of administrative, programmatic and secondary data for identifying community needs, process improvement opportunities and program evaluation purposes (p. 33). The applicant states that their data collection will consist of surveys, questionnaires, interviews, focus groups, observation and gathering from existing data sources (p.38). The Project Director was a program evaluator at Voinovich School for 11 years and the Project Coordinator is working as a research associate at Voinovich School, and is very familiar with utilizing data (p.35). The applicant will be assisted by four Research Assistants from varied disciplines (p. 35). The applicant gave an extensive description as to how they will collect and analyze the data (p. 38-40).

   Weaknesses:

   NONE

   Reader's Score: 15

3. **Experience, lessons learned, and proposal to build capacity of applicant's management team and**

project director in creating formal and informal partnerships, including the alignment of the visions, theories of action, and theories of change described in its memorandum of understanding, and creating a system for holding partners accountable for performance in accordance with the memorandum of understanding.

Strengths:

The applicant has extensive experience in creating partnerships. The applicant included and described the variety of partner organizations that will be included in the proposal which represent a unique combination of resources both locally and regionally, bringing an area of expertise or a source of support. It includes the Community Action Program that will develop and operate services that address early childhood education, employment and training needs for self-sufficiency, safe and affordable housing for low and moderate income residents, food and nutrition needs of residents and development activities that improve community infrastructure (p. 44).

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 applicant described the following multiple funding sources: The Athens County Children Services will prove funds for a school social worker, Tri-County Mental Health and Counseling Services will provide counselors, Ohio University s Patton College of Education and Human Services will provide tutors, faculty-led courses and full-time Teaching Fellows, and Tomcat Bridgebuilders will provide funds to pay for buses to take students home from after-school activities (p. 48). The applicant realizes that it is difficult to get private sources of funding because it is a very impoverished area, but it will raise the level of awareness of the need and willingness of the school to work with private entities (p. 48)

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 presents a very comprehensive Early Learning Network which is a physical community center where families can come for support. Service agencies will provide staff to support the families while growing through the cradle to career continuum. The staff has 20 years experience in this kind of effort (p. 2, 3). It would have been beneficial if the applicant had stressed more the 0-3 years in early childhood services and include Parent education services during the formative years of 0-3, and along the educational continuum as well as Parent Support.

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 applicant did not accept this as a competitive priority under which it was applying

   Weaknesses:

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

Reader's Score: 0

Competitive Preference Priority - CPP6 Arts and Humanities

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

   Strengths:

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

   Weaknesses:

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

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:

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

   Weaknesses:

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

Reader's Score: 0

Invitational Priority - Adult Education

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

   No

Reader's Score: 0

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