

Status: Submitted

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Technical Review Coversheet

Applicant: Paskenta Band of Nomlaki Indians (U215P120026)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Selection Criteria 1	15	14
Quality of Project Design		
1. Selection Criteria 2	20	20
Quality of Project Services		
1. Selection Criteria 3	20	20
Quality of the Management Plan		
1. Selection Criteria 4	45	42
Sub Total	100	96
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 4		
1. CPP 4	2	2
Competitive Preference Priority 5		
1. CPP 5	1	
Competitive Preference Priority 6		
1. CPP 6	1	1
Competitive Preference Priority 7		
1. CPP 7	1	
Sub Total	5	3
Total	105	99

Technical Review Form

Panel #19 - PN Panel - 19: 84.215P

Reader #1: *****

Applicant: Paskenta Band of Nomlaki Indians (U215P120026)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project.

In determining the need for the proposed project, the Secretary considers:

Reader's Score: 14

Sub Question

1. Magnitude of Problems to be Addressed

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 has access to an extensive 10 year long needs assessment. The indicators of poverty are high with over 70% of the population without health care, over 80% of children qualifying for the free or reduced lunch program. The indicators of academic health are equally dismal (example: the students in the service area have scored in the lowest 25% in language arts/literacy). The high need of the population is well documented (pg. 2-6).

Weaknesses:

The applicant could improve the picture presented by including more examples of the needs in early childhood education as well as presenting more detailed academic indicators of need. Examples include statement on page 5 that 2-5 year old children have extremely low oral language and literacy skills. However, this statement is not specific enough to determine where these students stand relative to other students in the state. Another example is the chart on page 3 that shows math and language arts standardized test results grades 2-11, however the chart does not indicate to whom these figures apply.

Reader's Score: 9

2. Geographic Area Description

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

Strengths:

The physical boundaries are exactly described and the names of schools, grade levels served and the student count is enumerated (fig. 4. pg. 29).

Weaknesses:

None

Sub Question

Reader's Score: 5

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project.

In determining the quality of the design of the proposed project, the Secretary considers:

Reader's Score: 20

Sub Question

1. Comprehensive Strategy and Solutions:

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 presents a 3 stage plan of data collection, building of continuum of solutions and measuring success to provide a feedback mechanism to assess progress and make necessary changes. This effort is comprehensive, well planned and highly organized. This effort is based on the Emergent Theory of Change that: 1) collects and analyzes data for needs assessment and segmentation analysis, 2) Builds a Continuum of Solutions and 3) Providing Feedback to assess progress. The collection of both quantitative and qualitative data and aligning the data with all areas along the continuum will make for a good foundation for the other stages. This process is well thought out. The 3 stage plan is related to school reform in that it references and supports the Community-Based School Reform Strategy that includes, Parental Involvement, Curriculum Development, Student Responsibility and Professional Development (pg. 8-11).

Weaknesses:

None

Reader's Score: 10

2. Implementation Plan:

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 focus on key transition points along the continuum. The plan is to analyze holes in the educational pipeline, especially at the transition points and to develop strategies using said analysis to plug the leaks. The development of working groups for each transition area will improve chances for the strategy to be successful. The family and community supports are included in all 4 working groups, with an emphasis on elders and youth (Graphic pg 12). Partnering with the Center for Evaluation and Research to have their staff mentor the working groups will greatly enhance likelihood of success. The effort here is well organized.

Sub Question

Weaknesses:

None

Reader's Score: 5

3. Identification of Existing Neighborhood Assets:

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 lists an impressive number of organizations that have agreed to participate (pg. 16). The MOU (pg. 1 Appendix) is fairly specific and comprehensive as to how such existing assets will be leveraged and the level of commitment from partners. The realignment (leveraging) of community resources and the incorporation of evidence based solutions will lead to measurable improvements in student and community outcomes is the essence of the Freeman Initiative (pg. 2, Appendix)

Weaknesses:

None

Reader's Score: 5

Selection Criteria - Quality of Project Services

1. The Secretary considers the quality of the services to be provided by the proposed project.

In determining the quality of the project services, the Secretary considers:

Reader's Score: 20

Sub Question

1. Needs Assessment and Segmentation Analysis:

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 process that includes a comprehensive plan to include various data sources in the development of each solution within the continuum. For example: Table 5 on page 19 lists the target population by age and grade level plus all adults in the target area and tribal government, local government, schools and other organizations. The types of data collection processes to be used for each segment of the target population is also listed. The applicant also lists both academic and family and community indicators and their respective data sources (table 6, pg. 21).

The plan is to utilize a 2 step process for prioritization and segmentation. the Problem Prioritization Process that will lead stakeholders through a process that utilizes data to determine the highest priorities by population groupings such as total population of high school students with truancy problems. Solutions within the continuum will be determined through this process and assessment (pg. 22-23).

Sub Question

Weaknesses:

None

Reader's Score: 10

2. Evidence-Based Solutions:

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 use of outside expertise regarding data collection and use will make the plan to use the extensive data being proposed to be collected feasible. The data plan is both broad and deep and encompasses all aspects of the proposal. The applicant proposes to collect data on age group 0-5, Students Grade k-6, Students Grade 7-12, All Adults in the Target Area and Organizations including local government, tribal government and schools. The applicant proposes to create a Data Management Plan that utilizes high quality data to determine solutions along the continuum and then assess solution progress as the project moves forward (pg. 23-24).

Weaknesses:

None

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

The Secretary considers the quality of the management plan for the proposed project.

In determining the quality of the management plan for the proposed project, the Secretary considers the experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in all of the following areas

Reader's Score: 42

Sub Question

1. Ability to Work with Neighborhood Residents:

Experience, lessons learned, and proposal to build capacity of the applicants 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 working with the neighborhood and the many service providers. The effort to work with the neighborhood and schools is comprehensive and collaborative (see diagram pg. 27). Current efforts will be expanded in a well organized effort that will inherently build capacity, especially with the effort to include community members often left out of project planning efforts meant to benefit them. The applicant addressed lessons learned by providing two examples: 1) providing leadership on the Expect More Tehama project and 2) the Tehama Reads! initiative; both county wide initiatives. The applicant describes lessons learned from the above mentioned projects and "many other undertakings" as realizing that 1) silos need to be broken down and 2) all people concerned must be in the planning process, especially youth and elders (pg. 29).

Sub Question

Weaknesses:

None

Reader's Score: 10

2. Ability to Utilize Data:

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 expansion of existing data systems and integrating them outside their silos will allow the project team a greater capacity at all levels to improve decision making, learning, continuous improvement and accountability. The idea of integrating data systems and sharing information can increase collaboration and built capacity all along the continuum. The elementary and secondary data systems are currently separate systems and the applicant plans to integrate these systems to provide for better access to data to monitor student success and development (pg. e53). The applicant has developed a comprehensive continuous improvement plan that includes process and procedures designed to provide regular feedback to Initiative stakeholders, including school personnel, in order to improve the effectiveness of project implementation strategies. The continuous improvement process for planning and decision making is linked back to specific questions, goals and problems identified through previous improvement processes, assessment data or observations by external experts or staff. By focusing the data analysis to target specific issues, the Initiative is poised to the end of the analytical process to make sense of and draw meaning from the data (pg. 54).

Weaknesses:

None

Reader's Score: 15

3. Ability to Create Partnerships:

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. There are recent and current efforts to make such partnerships more collaborative with the development of a shared vision, theories of action and theories of change as evidenced by the signing by partners of the MOU that commits them to the the leadership team and oversight of the management plan as outlined on pages 36-38. Holding partners accountable was addressed in the data management plan as it included accountability as part of the analysis and feedback mechanism.

Weaknesses:

None

Reader's Score: 10

4. Ability to Integrate Funding Streams:

Sub Question

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 fully intends to integrate funding streams and to leverage programs. Such efforts are visible in the management plan in the sections Building System Solutions and Leveraging Resources(pg. 36-38).

Weaknesses:

There was only one example of integrating funding streams provided, that of the Tehama County Educational Foundation participating in the planning process and assisting the project to forge larger business alliances in the region. Neither the example nor the narrative described in any reasonable detail, plans to leverage programs. In addition, the applicant failed to clearly enumerate or highlight the likely large number of Federal and Private sources that could be integrated.

Reader's Score: 7

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 4

1. Comprehensive Local Early Learning Network:

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 existing language arts/literacy programs will be expanded or enhanced so that children's skill levels in reading are at the state standards in K-3 school environments. The plan is comprehensive and builds a foundation at the 0-3rd grade level by involving parents as early reading partners

Weaknesses:

None

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 5

1. Quality Internet Connectivity:

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 - Competitive Preference Priority 6

1. Arts and Humanities:

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 proposed School Reform and Early Learning working groups will offer a wide range of arts allowing children to explore their interests. Parents will be involved and the Nomlaki culture will be present in the plan, both of which are all- important when working with Nomlaki children.

Weaknesses:

None

Reader's Score: 1

Competitive Preference Priority - Competitive Preference Priority 7

1. Quality Affordable Housing:

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

Strengths:

Weaknesses:

Reader's Score:

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Technical Review Coversheet

Applicant: Paskenta Band of Nomlaki Indians (U215P120026)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Selection Criteria 1	15	15
Quality of Project Design		
1. Selection Criteria 2	20	20
Quality of Project Services		
1. Selection Criteria 3	20	20
Quality of the Management Plan		
1. Selection Criteria 4	45	43
Sub Total	100	98
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 4		
1. CPP 4	2	2
Competitive Preference Priority 5		
1. CPP 5	1	
Competitive Preference Priority 6		
1. CPP 6	1	1
Competitive Preference Priority 7		
1. CPP 7	1	
Sub Total	5	3
Total	105	101

Technical Review Form

Panel #19 - PN Panel - 19: 84.215P

Reader #2: *****

Applicant: Paskenta Band of Nomlaki Indians (U215P120026)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project.

In determining the need for the proposed project, the Secretary considers:

Reader's Score: 15

Sub Question

1. Magnitude of Problems to be Addressed

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 indicates the levels of extreme poverty in the geographically defined area. Over 80% of school children qualify for free/reduced lunches, and over 85% of preschool children score in the lowest quartile in oral language, letter knowledge, and phonological awareness. Most children lack the necessary home environments to support their success in school. Two of the area's elementary schools are low performing. 80% High School students do not meet basic entrance requirements for Cal. State or University of California. Many students live in substandard housing, have inadequate nutrition, and lack basic medical care. Extreme poverty in the target area results in a punitive home environment, physical and behavioral problems, maladjustment, and anti-social behavior. Corning-Paskenta Tribal Community is the center of gang activity in Northern California. There is rampant production and distribution of Methamphetamine in the target area that drastically impacts student performance and healthy communities.

The Freeman Initiative builds upon years of collaborative work and presents several needs assessments and analyses of existing service systems. Applicant provides a Theoretical Framework of gaps and weaknesses in services that highlights the need for change. The target area has one of the lowest college attendance rates in the United States. The applicant clearly defines the composition of the Corning-Paskenta Tribal Community as a contiguous 3.4 miles area joining the Paskenta Band of Nomlaka Indians and the City of Corning in Northern California.

Further, the identified community is the center of an initiative known as the Freeman Initiative that focuses on a school reform process as a platform to address the existing gaps and weakness in the identified community such as poor academic skills, poor self-esteem, low levels of literacy, poor attendance and drop-out rates, and high levels of unemployment (page 2-4). In considering the need for the proposed project, the applicant states that the proposed initiative is based on extensive decade-long community assessment and planning process that provides a detailed picture of the individual, family, school and community risk and four protective factors 1) a preliminary survey of households in the target area, 2) a nine-year, longitudinal analysis of the kids health survey, 3) focus groups with adolescents, parents, and human service workers, and 4) an analysis of health, human service and education data.

Sub Question

Weaknesses:

None Noted.

Reader's Score: 10

2. Geographic Area Description

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

Strengths:

Applicant thoroughly identifies the physical geographic location and includes a breakdown, description, and location of the target schools and demographics. The geographical area for the proposed project is a 3.4 mile area (population density of 2,254 people per square mile), joining the Paskenta Band of Nomlaki Indians and the City of Corning in Northern California.

Weaknesses:

None Noted.

Reader's Score: 5

Selection Criteria - Quality of Project Design

The Secretary considers the quality of the design of the proposed project.

In determining the quality of the design of the proposed project, the Secretary considers:

Reader's Score: 20

Sub Question

1. Comprehensive Strategy and Solutions:

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:

Applicant identifies the vision of the Freeman Initiative, which is in alignment with the vision for a Promise Neighborhood. Corning's two school districts are continually undergoing ambitious, rigorous, and comprehensive school reform efforts. It implements the Community-based Reform Model to empower teachers, students, and parents within the target area to improve student achievement. Applicant breaks down the major components of the reform strategy that has at its core, the ultimate goal of preparing all students for educational success. This Reform Model is already showing results, bringing a renewed focus on the collaboration of all schools within the two districts to work together. The reform Model provides a Cross-Districts articulated Pre-K - Grade 12 model for building academic and social skills; it empowers students and their parents through engaging parents to support student learning; it encourages teachers to work together and to be leaders in grade level and in intra-district planning; it is focused on curriculum, interaction, and assessment at each grade level as they relate to the implementation of Core standards through critical thinking and academic confidence; it identifies student initiatives and students taking responsibility for their own learning; it stresses data-driven instruction; and it recognizes quality teacher competencies and professional development. All these Community-based school reform strategies incorporate research-based strategies to increase student achievement. The proposed project addresses the achievement of family literacy goals (particularly the goals that address the school readiness, student achievement, and adult literacy, and a parent

Sub Question

involvement and participation in their child's early education) through evidence-based practices and programs that meet the needs of the identified community. This initiative focuses on families to meet and achieve State content standards and challenging California State Department of Education academic achievement standards (page 2-3).

Weaknesses:

None Noted.

Reader's Score: 10

2. Implementation Plan:

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:

Applicant's Promise Neighborhood Initiative focuses on cradle-to-career solutions by leveraging tribal, school, and community assets across a child's developmental trajectory and social environments. Applicant will give particular attention to solutions that focus on key transition points in a child's life from school to career. Four planned working groups will be put in place to analyze why children and youth do not currently make it through transition points, and how the Initiative can create a continuous continuum of support to ensure that every child and youth can be successful. These groups will focus on Early Learning (birth through third grade); school reform (preschool through 12th); family engagement; and college and career readiness. Applicant asserts its continuum of solutions will have common short-term, intermediate, and long-term outcomes that address the entire cradle-to-career continuum. Applicant identifies how it has already developed key, research-based school quality indicators that ensure successful implementation at the school level. One of the Freeman Initiative's major strength is its community support. Applicant includes quality indicators that include: clear and common focus, high standards and expectations, strong leadership, parent/community involvement, monitoring, accountability, and assessment, curriculum and instruction, professional development, and maximization of time and structure. All students and their families not living in the neighborhood, but who attend the target school will be asked to participate in the planning process and will have access to solutions within the continuum of solutions.

Weaknesses:

None Noted.

Reader's Score: 5

3. Identification of Existing Neighborhood Assets:

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:

Applicant's descriptions are very clear. Applicant reveals that the Freeman Initiative has entailed over a decade of planning and involves every stakeholder group. The Initiative matches resources to proposed support. Applicant identifies an extensive list of organizations and the resources they will bring to the community change effort (p. 39). Moreover, the integration of community and school resources has been a major result of the planning process. Applicant plans to continue to blend funds and other resources, and will include identifying current policies, regulations, and other requirements that impede needed changes. Working groups will identify potential barriers and work with the U.S. Department of Education and other state and local agencies to address them. During the development process, stakeholders will simultaneously seek to leverage their resources with the goal of creating a sustainable system and

Sub Question

avoiding duplication. Applicant clearly discusses how it intends to leverage resources and provides a solid plan, as well as refers reader to Section 4.4, p. 38 for a further discussion and an example of leveraging resources.

Weaknesses:

None Noted.

Reader's Score: 5

Selection Criteria - Quality of Project Services**1. The Secretary considers the quality of the services to be provided by the proposed project.**

In determining the quality of the project services, the Secretary considers:

Reader's Score: 20

Sub Question**1. Needs Assessment and Segmentation Analysis:**

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:

This section is very clear and very thorough. The Initiative s partners have adopted a rigorous, three-stage plan that will result in a complete continuum of solutions, including early learning through grade 12, college and career readiness, and family and community supports, without time and resources gaps that will prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career. The Freeman Initiative s planning stages are based on emergent theory of change. Stage 1 identifies the collection and use of data with three major planning activities: data collection, analysis, and segmentation through using a triangulated approach (mixing qualitative with quantitative methods) of population and methods (. The initiative will use two surveys, including one that will be administered to all high school and middle school students in the target area to collect data. Applicant provides thorough discussion of the survey content (demographics, questions related to health, education, and community indicators, and open-ended questions to elicit ideas on how to improve their schools and community) with a projected completion goal of November 2012. Applicant provides a clear timeline, as well as informs that collaborations with North State Educational Services will facilitate focus groups and key informant interviews. Further, a leadership team is in the process of collecting existing school and community records which will be accelerated with funding to include a more in-depth, internal assessment of each target school, including clarifying transition points where students are falling behind and policies and procedures that either inhibit or promote student success. Applicant provides Table 6: Academic Indicators, Results they are intended to Measure, and Data Sources that is thorough and comprehensive (p. 21). Applicant assures that all the data from various collection efforts will be aggregated in a series of reports that the working groups will use to make evidence-based decisions. Applicant provides a detailed diagram of the six key questions (scope, coordination potential, practicality, preparation for something bigger, cultural, and capacity) that will assist stakeholders in prioritizing needs or problem areas (figure 8, p. 22). The Freeman Initiative further segments solutions by population levels and provides concrete examples (p. 23).

Sub Question

Weaknesses:

None Noted.

Reader's Score: 10

2. Evidence-Based Solutions:

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:

Applicant identifies Stage 2: Building a Continuum of Solutions that is clear and well developed. Stakeholders will build a continuum of supports based on the needs identified during the assessment, prioritization, and segmentation process. Applicant includes a list of the elements necessary for its comprehensive continuum of solutions (p. 24) and clearly explains how it plans to determine solutions that drive results, leading to changes on the indicators. It will supply an exhaustive logic model and accompanying management plan that detail programs, policies, practices, services, systems, and supports that will lead to achievement of short, intermediate, and long-term outcomes linked to the targeted Promise Neighborhood schools and community indicators. It provides a rationale for the selection and adaptation of programs with strong evidence of their effectiveness, a theoretical map that shows how each support is linked and integrated into a sustainable system of service providers, high quality academic evidence-based programs that support early learning from birth to career, and family and community supports that promote student health and safety. Applicant plans to rely extensively on data to manage program implementation and to inform decision making. Applicant reveals Stage 3: Measuring Success, outlining a Theory of Change (figure 9, p. 25) with a timeline to be included in the proposed planning process linking inputs to research-based support activities. Applicant identifies how the Initiative targets measurable improvement in each of the Promise Neighborhood program s designated school and community indicators. Applicant provides discussions and an assertion that the plan will include a comprehensive evaluation plan to include process and summative evaluation activities.

Weaknesses:

None Noted.

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

The Secretary considers the quality of the management plan for the proposed project.

In determining the quality of the management plan for the proposed project, the Secretary considers the experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in all of the following areas

Reader's Score: 43

Sub Question

1. Ability to Work with Neighborhood Residents:

Experience, lessons learned, and proposal to build capacity of the applicants management team and project director in working with the neighborhood and its residents; the schools described in

Sub Question

paragraph (2)(b) of Absolute Priority 1; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.

Strengths:

Applicant discloses that the Paskenta Band of Nomlaki Indians has extensive experience with collaborating on educational and community efforts and provides concrete examples of that experience (p. 29). A primary lesson learned through their undertakings is existing silos of services and resources must be broken down so that the needs of all children can be met. The Tribe has learned that the inclusion of all peoples (young and old) strengthens community.

Applicant's development of this area is very strong. As to experience to building capacity of the applicant's management team, the Freeman Initiative represents the largest collaborative undertaking ever in the Corning-Paskenta Tribal community. It engages every stakeholder group, including representatives from government, K-12 education, college, the Paskenta Tribe, foundations, non-profit, and faith-based institutions. It involves adults and children in every step of the planning process. A cooperative governance structure is in place that uses multiple working groups to address specific planning activities and target population groups. Working groups are open to all community members, and ensure that each step of the planning process engages all interested parties and is successfully completed. Working groups work closely with experts from Shasta College, Tehama County Department of Education, North State Educational Services, and the Center for Evaluation and Research, LLC. Applicant provides an overview of the Initiative's governance structure (Figure 10, p. 27) that outlines numerous collaborating organizations serving the target area.

Weaknesses:

The applicant would have strengthened this area of the applicant by sharing lessons learned working with either the LEA or the identified schools in the application.

Reader's Score: 9

2. Ability to Utilize Data:

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:

Applicant identifies a significant barrier to student attendance and academic performance is that the two systems are not integrated, and do not allow educators, parents, or student access to important current and archived important information. A major outcome of the planning process is the integration and expansion of existing data that maintain student information. Applicant clearly describes how a new integrated data system will improve on the current system to help provide better solutions (p.30). The Freeman Initiative has a comprehensive continuous improvement plan in place that includes process and procedures to improve the effectiveness of project implementation strategies. As far as using data for decision-making, learning, continuous improvement, and accountability, applicant provides a strong argument. Freeman Initiative uses four strategies based on best practices in continuous development: to cultivate in educators the desire and skill to transform data into knowledge; to teach educators how to access and use new integrated data system as well as how to use formative and benchmark assessments to supplement their understanding of student learning; for instructional teams to meet on a regular basis to determine how assessment information can be used to make modifications in the instructional program; and how the initiative's continuous improvement process involves the purposeful and ethical use of information for improving teaching and learning. It shares continuous improvement information with stakeholders to inform planning and decision-making. The results are used to identify progress, explore problems, and target strategies for change (p. 33).

Weaknesses:

None Noted.

Sub Question

Reader's Score: 15

3. Ability to Create Partnerships:

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:

Applicant reveals strong community support, as evidenced by the extensive commitments of the Leadership Team organizations and other community partners. Applicant provides a comprehensive Memo of Understanding confirming the alignment of each Leadership Team partner's visions, theory of action, and theory of change with the vision of Promise Neighborhood. Partners have collectively agreed upon a common vision, work plan, and outcomes. Applicant commits to adhering to the plan. There is evidence in this section of strong commitment and disclosure of an extensive list of committed and existing/ongoing relationships between partners. Applicant assures that the extensive amount of collaboration brings all the stakeholders together to forge an enhanced service system that breaks down agency isolation. The initiative has effective partnerships that are mutually supportive while creating and adhering to shared visions, goals, and outcomes with strong, consistent, and ongoing communication (p. 34). The Freeman Initiative is a grassroots undertaking in which 70% of Leadership Team members either live or serve in the Corning-Paskenta Tribal Community. Community residents, including parents and students, serve as representatives on the Leadership Team and participate fully in the decision-making process through their involvement in the working groups.

Weaknesses:

None Noted.

Reader's Score: 10

4. Ability to Integrate Funding Streams:

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:

Applicant reveals that the Freeman Initiative is changing the way organizations serve the community, and that organizations are moving away from isolated service delivery systems to a multi-faceted community of practice (35). The Leadership Team and collaborating agencies are developing the capacity necessary to successfully implement a continuum of solutions, such as managing partnerships, integrating multiple funding sources, and supporting a shared data system. Applicant identifies a planning process that will ensure that a continuum of solutions will be successfully implemented to improve results for children and youth in the community; that underlying partnerships will provide solutions along the continuum of solutions while committing resources to sustain and scale up what works; that data on indicators will be collected regularly and used for continuous improvement and accountability; and that a rigorous process and summative evaluation module is in place to capture the changes in policies and organization, while using information to sustain and expand effective practices. Applicant provides a clear and strong management plan overview of the proposed planning stages that will be completed on time and within budget, including clearly define responsibilities, timelines, and milestones for accomplishing Initiative tasks (p. 36-38). Applicant provides a strong example of integrating funding streams from multiple public and private funding sources to leverage and integrate high-quality programs through its comprehensive description and analysis of the Initiative's new Academic and Career Success Pathway (p. 38-40) that expands existing efforts to ensure that ALL students are prepared to be successful in college and/or career programs upon graduation from high school. Applicant provides brief, yet effective, descriptions of the components of the Initiative's Pathway program that include College A-G Course Awareness, Access, and Completion; College and Career

Sub Question

Awareness and Enrichment; Parent Outreach; Enhanced Counseling; Literacy Development; Early Algebra Readiness and Completion; Data-Driven Interventions; and, Advance Placement Course Expansion. Further, Applicant provides a figure that encompasses the Freeman Promise Neighborhood Initiative's Academic and Career Success Pathway through proving a model of integrative funding and high-quality programs from multiple public and private sources (Figure 11, p. 40). Applicant identifies a major outcome of the Initiative is the leverage and redirecting of current resources. Requested funds will be used for infrastructure, training, program materials. An in-kind amount exceeding the required amount will help fill gaps in the existing service system. The Freeman Initiative has ambitious plans in place. The collaborative wants to develop a new type of sustainable system that leads to measurable outcomes for all children. The Applicant will measure and capture cost savings that will be reinvested into solutions that work as well as provide a rigorous summative evaluation that will measure outcomes and perform cost-benefit analyses of program services. Applicant has innovative ideas and commitment to sustainability and improvement of programs. The Initiative will post its implementation model on the Internet and develop web-based trainings for other isolated rural, tribal communities.

Weaknesses:

Although the applicant has included an extensive list of project partners, a description of the project and management team's experience and lessons learned with previous efforts in integrating funding streams from multiple public and private sources would have strengthened this area.

Reader's Score: 9

Priority Questions**Competitive Preference Priority - Competitive Preference Priority 4****1. Comprehensive Local Early Learning Network:**

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 Freeman Initiative is continually building a comprehensive local early learning network to meet the needs of children birth through third grade. The network addresses three distinct developmental stages: Infant-toddler programs (that encompasses a bilingual parent-child program to address the cognitive, physical, socio-emotional, and language literacy of children 0-3 years); Pre-Kindergarten (to expand English proficiency and literacy, to identify developmental delays and at-risk children; to engage parents in their own and their children's learning; to provide ongoing professional development; to establish a permanent, articulate educational system; and use multiple assessment practices); and Kindergarten through third grade (with a goal that all children read at grade level or higher by 3rd grade through a reading assistance program). Together, all three programs will provide a range of important developmentally appropriate, evidence-based supports for all children.

Weaknesses:

None Noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 5

1. Quality Internet Connectivity:

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 - Competitive Preference Priority 6

1. Arts and Humanities:

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:

Applicant stresses the importance of Arts and Humanities. Programs in fine and performing arts, visual and graphic arts, and industrial arts will allow students to explore their interests, develop their talents, and pursue their dreams. Applicant discusses the role of working groups to develop curriculum resource guides to support teaching arts and humanities. Importantly, working groups will collaborate with tribal representative to ensure that traditional art and humanities (oral stories, written history) of the Nomlaki people are incorporated into the instructional programs of each school in the target area.

Weaknesses:

None Noted.

Reader's Score: 1

Competitive Preference Priority - Competitive Preference Priority 7

1. Quality Affordable Housing:

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

Strengths:

Weaknesses:

Reader's Score:

Status: Submitted

Last Updated: 10/11/2012 11:20 AM

Status: Submitted

Last Updated: 09/28/2012 12:29 PM

Technical Review Coversheet

Applicant: Paskenta Band of Nomlaki Indians (U215P120026)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Selection Criteria 1	15	15
Quality of Project Design		
1. Selection Criteria 2	20	20
Quality of Project Services		
1. Selection Criteria 3	20	20
Quality of the Management Plan		
1. Selection Criteria 4	45	45
Sub Total	100	100
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 4		
1. CPP 4	2	2
Competitive Preference Priority 5		
1. CPP 5	1	0
Competitive Preference Priority 6		
1. CPP 6	1	1
Competitive Preference Priority 7		
1. CPP 7	1	0
Sub Total	5	3
Total	105	103

Technical Review Form

Panel #19 - PN Panel - 19: 84.215P

Reader #3: *****

Applicant: Paskenta Band of Nomlaki Indians (U215P120026)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project.

In determining the need for the proposed project, the Secretary considers:

Reader's Score: 15

Sub Question

1. Magnitude of Problems to be Addressed

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 a clear and compelling description of each of the key problems faced by the neighborhood. Some of the key issues in the neighborhood are high rate of unemployment (22.9%); high poverty rate of 37.1%; 80% of the students attending the schools live at or below the federal poverty line; 66.95% of the students qualify for free/reduced lunch; 85% of the students score in the lowest quartile in oral language, letter knowledge, and phonological awareness; suspension rate is 35.45%; low student achievement and graduation rates (69% graduation rate); 70% of the population is without health insurance; and gangs, drug, and related safety are high concerns (p. e24-e28).

Weaknesses:

No weaknesses noted.

Reader's Score: 10

2. Geographic Area Description

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

Strengths:

The applicant defined the geographical area as a contiguous 3.4 mile area (population density: 2,254 people per square mile) joining the Paskenta Band of Nomlaki Indians and the City of Corning in northern California (e24). It is an area rich in Native American culture but is confronted with immense individual, familial, school and community needs. (e24). The applicant provides a map to aid the understanding of the targeted region (e24).

Sub Question

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project.

In determining the quality of the design of the proposed project, the Secretary considers:

Reader's Score: 20

Sub Question

1. Comprehensive Strategy and Solutions:

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

Strengths:

The applicant has designed a continuum of solutions based on a comprehensive strategy that undergirds their project's implementation. The applicant will use the following strategies: A cross-districts, articulated pre-k- grade 12 model for building academic and social skills, parent engagement to support student learning, teachers working together, critical thinking and academic confidence through mastery of the common core standards, student initiative and responsibility, data driven Instruction, and professional development. Through this process, the applicant proposes to build a pipeline from cradle to college and career by putting all these strategies into action (pp. e30-e34).

The low performing elementary schools are using the state approved transformation model and several of the characteristics are being adopted by all schools in the target area (p. e36).

Weaknesses:

No weaknesses noted.

Reader's Score: 10

2. Implementation Plan:

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 a continuum of solutions that includes four planning components: Early learning (head start, preschool, health agency), family engagement (Indian Tribe, City of Corning, faith based groups), school reform (districts and schools), and college and career readiness (Shasta College, state university system). Each educational level, from early learning to college and career are addressed as evidenced by Figure 6. More importantly, the applicant recognizes the importance of post-secondary education and plans to coordinate with Shasta College to ensure students are prepared to attend college (p. e35). Of special interest is the Program Model Tool (PMT). This is a tool designed to evaluate the proposed solutions in the light of the best available evidence. This is a plus for the project (p. e36).

Sub Question

Weaknesses:

No weaknesses noted.

Reader's Score: 5

3. Identification of Existing Neighborhood Assets:

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

Strengths:

The applicant seems to have done much already to position itself to coordinate with and also leverage funding available in other community agencies to maximize the potential for success (p. e39).

The Freeman Initiative is the culmination of over a decade of planning and involves every stakeholder group. For example, the integration of school and community resources (the development of a counseling center at Corning High School that provides mental health, criminal justice, and educational support services by non-school entities such as probation, Corning police department, and Tehama County Health Services Agency). The initiative matches resources to the proposed supports. The applicant provides a table on page e39 that contains the organizations and resources to be leveraged.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Selection Criteria - Quality of Project Services

1. The Secretary considers the quality of the services to be provided by the proposed project.

In determining the quality of the project services, the Secretary considers:

Reader's Score: 20

Sub Question

1. Needs Assessment and Segmentation Analysis:

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 specifies a clear plan for adding to its previous survey work and segmenting the data in meaningful ways. The needs assessment will incorporate surveys, focus groups, interviews, using existing records analysis, rubrics, and include children, youth, parents, and community leaders (pp. e41-e46). The applicant has detailed charts and tables for the planning stages, triangulation of population and methods, academic indicators, and problem prioritization process. It is evident that the individuals of this Project are experienced and sophisticated in the collection, analysis, and use of data connected to indicators/outcomes.

Sub Question

Weaknesses:

No weaknesses noted.

Reader's Score: 10

2. Evidence-Based Solutions:

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 describes how it will determine that solutions are based on the best available evidence and ensures that solutions drive results and lead to changes on indicators. The applicant will employ an evaluator and utilize its Leadership Team to assist in ensuring that identified solutions follow best available evidence and best practices. In particular, the evaluator will facilitate with each working group the process of vetting materials, aligning research-based practices, and building consensus. Possible best practice strategies are identified on pages e31. In addition, the applicant will use a Program Model Tool that will assist stakeholders to view proposed solutions through the lens of research and best practices (p. e47).

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

The Secretary considers the quality of the management plan for the proposed project.

In determining the quality of the management plan for the proposed project, the Secretary considers the experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in all of the following areas

Reader's Score: 45

Sub Question

1. Ability to Work with Neighborhood Residents:

Experience, lessons learned, and proposal to build capacity of the applicants 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:

Freeman Initiative represents the largest collaborative undertaking ever in the Corning-Paskenta Tribal Community which demonstrates experience working with school districts and early childhood facilities. 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. Matthew Russell, Ed.D, will serve as the project director and has over 20 years of experience working in joint school and community planning initiatives. A project assistant and community research assistant will join the director (job duties were provided). The Paskenta Band of Nomlaki Indians has extensive experience with collaborating on educational and community reform efforts. The working groups will work

Sub Question

shoulder-to-shoulder with experts from Shasta College, Tehama County Department of Education, North State Educational Services and the Center for Evaluation and Research, LLC (e49-e52).

Weaknesses:

No weaknesses noted.

Reader's Score: 10

2. Ability to Utilize Data:

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 indicates that a new integrated data system will allow educators, parents, and students from Pre-K through 12th grade to monitor student attendance, course completion, and mastery of grade level competencies related to state educational standards. This is a method of sharing of information. An outcome of the planning process was the integration and expansion of existing data systems that maintains student information. This is the result of experience and a lesson learned (pp. e53-e56).

Weaknesses:

No weaknesses noted.

Reader's Score: 15

3. Ability to Create Partnerships:

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 Tehama County Department of Education, Shasta College, Corning Elementary School District, Corning Union High School District, Tehama County Probation Department, Tehama County Health Services Agency, Seed Ministries, and the Center for Evaluation and Research, LLC. All of these organizations have representatives that volunteer to serve on the Leadership Team. Aside from the Leadership Team, other collaborators include: the Tehama County Health Partnership, Tehama County Interagency Council, Corning Police Department, Corning Ministerial Association, First 5 Tehama County, Corning Public Library, teacher unions, and local schools Parent-Teacher Associations (p. e57).

Weaknesses:

No weaknesses noted.

Reader's Score: 10

4. Ability to Integrate Funding Streams:

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

Sub Question

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 clearly states that it's Leadership Team and collaborating agencies are developing the capacity necessary to successfully implement a continuum of solutions, such as managing partnerships, integrating multiple funding sources, and supporting a shared data system (p. e58). The applicant provided a management plan for the proposed planning stages (p. e59).

The Promise Neighborhood's funding streams are adequately described and include sources for non-Federal funds. In-kind matching donations are described for Center for Evaluation and Research, LLC; Corning Elementary School District; Corning Union High School District; Tehama County Department of Education; Shasta College; Tehama County Probation; Tehama County Health Services Agency; Seed Ministries (p. e79-e85). The partners provide fiscal commitment to the project with a community funding level of the required match (p. e78-e80).

The applicant provides examples of the enhanced and new relationships with various entities, service providers, etc. which have resulted in a greater level of support and leverage of resources (p. e78-e80).

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 4

1. Comprehensive Local Early Learning Network:

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 infant-toddler program builds upon efforts put forth by the Even Start Family Literacy Program, Child gym, and Parents as Teachers. The Early Learning working group will create a bilingual parent-child program that addresses the cognitive, physical, socio-emotional, and language literacy of children 0-3 years of age. The program will provide a home base program for parents and their children on a monthly basis during the first three years of each child's life. The visits will provide parents developmentally appropriate activities they can do with their children that will aid the physical, cognitive, socio-emotional and language development of each child (p. e42).

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 5

1. Quality Internet Connectivity:

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

Strengths:

Was not addressed in this application.

Weaknesses:

Was not addressed in this application.

Reader's Score: 0

Competitive Preference Priority - Competitive Preference Priority 6

1. Arts and Humanities:

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 School Reform Working Group and Early Learning Working Group will focus on recapturing the arts and humanities by offering a wide array of arts (fine arts and performing arts, visual and graphic arts, and industrial arts) that allows students to explore their interests, develop their talents, and pursue their dreams. (p. e 67).

Weaknesses:

No weaknesses noted.

Reader's Score: 1

Competitive Preference Priority - Competitive Preference Priority 7

1. Quality Affordable Housing:

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

Strengths:

Was not addressed in this application.

Weaknesses:

Was not addressed in this application.

Reader's Score: 0

Status: Submitted
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