

Status: Submitted

Last Updated: 09/14/2012 03:36 PM

Technical Review Coversheet

Applicant: Penquis C.A.P., Inc. (U215P120070)

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	18
Quality of Project Services		
1. Selection Criteria 3	20	18
Quality of the Management Plan		
1. Selection Criteria 4	45	44
Sub Total	100	94
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	97

Technical Review Form

Panel #14 - PN Panel - 14: 84.215P

Reader #1: *****

Applicant: Penquis C.A.P., Inc. (U215P120070)

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 adequately describes the great magnitude of problems to be addressed in the rural Maine community for some of the educational, family supports, and community supports indicators. Key stressors for the distressed rural community include economic hardship in fishing industry and employment, decrease in boat building and boat repairing jobs, and low wage jobs in the tourism industry. (p. e20)

Primary needs are high rate of poverty (22 percent of all children in target area as compared to 15.8 percent in the state), high rate of food insecurity for children, lack of financial coverage for health needs, lack of affordable housing, lack of job skills of youth entering job market, few youth pursuing post high school education, lack of early childhood services, lack of student achievement, lack of medical care access, youth substance abuse, violence, and teen pregnancy. (pp. e21-e29)

One example of the severity of needs is that only 1.5 percent of eligible Knox County young children attend any type of preschool program as compared to the statewide average of 27.9 percent of eligible children. (p. e23) Strong evidence of the magnitude of community problems is presented in terms of comparison statistics for each of the seven contiguous communities, the state of Maine, and the nation. Descriptive elements include population, population of below age 18, poverty, household income, high unemployment rate, high school graduation rate for young adults, and bachelor's degree rate for young adults. (p. e21)

Some segmentation for specific problems among genders, students with disabilities, ethnicities is presented. Specific populations are addressed in the identification of problems including the needs of the children with disabilities which is noted as being "historically high" at 21.4% of the student population as compared to the state average of 17 percent. (p. e25)

Sub Question

Weaknesses:

The applicant does not fully address severity of problems for the students' access to 21st century technology at home and at school. (pp. e26-e29)

Reader's Score: 9

2. Geographic Area Description

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

Strengths:

The applicant adequately describes the geographical area for the Many Flags Promise Neighborhood across six contiguous mid-coast communities in Knox County, Maine. Thorough details are given for the location of schools, grade levels in schools, population of combined rural communities (17,341 people/3,286 people under the age of 18), square mileage of area, industry levels, and racial composition. (p. e20)

Weaknesses:

No weaknesses are 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: 18

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 gives adequate details of the school improvement strategies for Georges Valley High School, a persistently lowest achieving school and Rockland District High School, a low performing Rockland District High School. (pp. e15-e31) The rigorous, ambitious, and comprehensive school improvement model is a locally developed educational model, Many Flags/One Community concept for an innovative 9-16 grades model program which forms a regional high school, career and technical school, a higher education center, and an industry center of excellence on one campus. (p. e31) This closure model of school improvement intervention is thoroughly described and is based on sound research models. (p. e31)

A key strength of this approach is fully described to integrate staff, students, technology, and space into one regional center for the "high-performing and applied learning model." (p. e31) Extensive components of the school improvement plan include an emphasis on students arriving ready to learn at the high school level, emphasis on academic and vocational learning, engagement in extracurricular activities, remedial assistance, standards-based curriculum, creative scheduling to meet individual

Sub Question

needs, focus of wellness, exposure to the arts, development of college readiness, dual enrollment and college coursework, rigor and relevance of coursework, regional teacher professional development, professional learning community for educators, and small business engagement on campus. (pp. e32-e33)

Weaknesses:

The applicant does not present a full continuum of solutions including solutions for students with disabilities and students with a lack of English language proficiency. Furthermore, the applicant does not address reaching out to adolescents who live in the defined PN area but do not attend Rockland District High School or Georges Valley High School but do attend another secondary private school or are home schooled. (pp. e29-e48)

Reader's Score: 8

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 does describe a proposal to plan for a continuum of solutions for adolescents and to address educational indicators of students' proficiencies in core subjects for 8th grade through 12th grade, successful transition to high school, high school completion, and college and career success. The proposal also contains adequate planning to address healthy students. (p. e34) An example of a strong solutions addressing the health of students is the planning for locating a health center on campus to "promote student well-being and to cultivate a vibrant community center." (p. e33) The applicant states that the educators will participate in communities of practice at the new regional Many Flags/One Community High School/Vocational Technical School. A Regional Teacher Development Center will be part of the campus as the teachers form "a professional learning community." (p. e32)

Weaknesses:

No weaknesses are 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 presents complete descriptions of numerous existing neighborhood assets and programs which will coordinate with the proposed PN project. Examples of Federally and state funded programs are the Community Transformation Grant (Federal funds) and the Knox County Homeless Collaborative (Federal, local, state, faith-based, private funds). Examples of locally funded programs include the Summer Meal Program which is funded by Penobscot Bay YMCA, Rockland Rec Department, Salvation Army-Rockland, Station Maine Rowing, Youthlinks-Rockland, RSU Summer Sports Camps, and Camden Teen Center. (p. e46) Privately funded programs are Many Flags/One Community currently funded by the Maine Community Foundation and the Davis Family Foundation and the Knox-Lincoln Mental Health Initiative funded by the John T. Gorman Foundation, Bingham Program, and the Davis Family Foundation. (pp. e46-e47)

Sub Question

Weaknesses:

No weaknesses are 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: 18

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 presents an adequate overview of the process of needs assessment and identifies the educational, family, and community support indicators that will be used in the process. (p. e39) Data will be derived from local, state, 2010 Census, and local organizations. (pp. e49-e50) An excellent component in this narrative section is that the applicant presents each indicator with specific data to be collected with numerous potential data sources. One strong example is that the indicator of students' having access to 21st century learning tools will be assessed through parent surveys and student surveys to ascertain the extent of home and school access to broadband internet and a connected computing device. (p. e50)

Weaknesses:

More specificity is needed in the description of the segmentation analysis. More descriptors are needed than gender, age, and income. Segmentation analysis subcategories are needed such as disability, level of proficiency with English language, grade level, and ethnicity. (p. e49)

Reader's Score: 8

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 provides evidence of the high school improvement model to be based on quality and strong evidence. Examples of such research are studies conducted by The Mitchell Institute, The Maine Compact for Higher Education, and the Maine Children's Alliance. (p. e31) Other solutions will be based on strong evidence such as Head Start (research from U.S. Department of Health and Human Services), Lions Quest Skills for Adolescence (evidence from research disseminated by SAMHSA), and Project SUCCESS (evidence from research disseminated by SAMHSA). (p. e52) Several programs and associated research are listed for early childhood education, adolescent substance prevention programs, and programs for increasing parental engagement in the education of their children. (pp. e51-e53)

Sub Question

Weaknesses:

No weaknesses are 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: 44

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 management team and the PN project director demonstrate experience in working with the community, schools, providers, and government officials. Examples include the Penquis Community Action Agency offering Head Start, Early Head Start, Child and Adult Care Food Programs, heating and utility assistance, home repair services, assistive living services, homebuyer education, microenterprise training and technical assistance, and autism case management. (pp. e29-e30) Lessons learned have occurred such as the current collaboration leading to plans for a community health clinic. Other data collection and community and state conversations have led to the creation of a model for emergency shelters and keeping children in school when a "family's living situation is endangered." (p. e30) The applicant further describes that the director and team will build capacity as they propose to work with Maine's Governor who has selected the Many Flags project as the premier Innovative 9-16 Model Program for the State of Maine. The Governor has added a separate spending authority category for the project into the FY 2014 State Education Budget. (p. e87) Penquis has experience in serving the community since 1967 and has provided services to more than 30,000 individuals annually with an annual budget (Penquis and subsidiaries) of more than [REDACTED] (p. e54)

The project director and two other key project personnel are adequately identified, and their resumes affirm strong career experiences and educational backgrounds. (pp. e78-e82) Penquis has an expansive history of managing Federal grants and receiving national achievement awards. Currently the agency administers 110 state and Federal grants and contracts of more than \$23 million. The applicant affirms that the management team, advisory board, and director will work with National Evaluator and U. S. Department of Education for data sharing and reporting efforts. (pp. e45, e89-e104)

The applicant adequately describes the Advisory Board which contains people who are representatives from the public, private and low income sectors. (pp. e36, e125) Roles and responsibilities of the PN planning team are fully described and include strong elements such as identifying evidence-based solutions, reviewing community needs, identifying gaps in information, and evaluating program efficacy across the continuum. (p. e38)

Sub Question

Weaknesses:

No weaknesses are 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 adequately details experience, lessons learned, and proposals to build capacity of the management team and director in collecting and utilizing data. Lessons have been learned in collaborating for the development of the five-year strategic plan for the school district and participating in regional accreditation processes. (p. e34) Additional lessons have been learned in data collection and decision-making as the Many Flags Education Model was being formed and educational priorities were being identified. (p. e34) The management team and director also have shown efforts to build capacity as they plan for the individual financial literacy program in the school, develop career tracking and coursework for high school students, and plan for community-based learning projects, apprenticeships, virtual learning, and students' studying abroad. (pp. e34-e35)

Strong aspects addressed by the applicant include the use of longitudinal data provided by the schools, local education agency, Maine Department of Education, and community providers (p. e39) The applicant's plan includes a data collection system with segmentation analyses and system to track outcomes. (pp. e40, e65) The applicant does provide evidence that privacy laws, data privacy local/federal/state guidelines, HIPAA guidelines, and university guidelines for data use are being considered in this PN project. (p. e66)

The applicant adequately outlines the process for managing the data. Components include committees and Workgroup meeting either monthly or quarterly to collect and analyze data. Several avenues are in place for the sharing of information with partners and the community. A Promise Neighborhood website will post minutes of meetings, results, solutions to be considered, barriers to implementation, and final recommendations. The Advisory Board will meet quarterly to monitor progress, review recommendations, and approve proposed solutions. (p. e44)

Weaknesses:

No weaknesses are 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 adequately describes experience, lessons learned and the applicant's proposal to build capacity as the management team and director create partnerships. Partnership experience is evident as the applicant has worked with many of these partners for years on programs such as a pre-K and childcare classrooms developed by the applicant and partners, Job Corps, Eastern Maine Healthcare, Katahdin Region Higher Education Center, numerous schools, and United Cerebral Palsy. (p. e69) The project manager has also provided leadership for a one-year planning grant to support the development of a local health center. (p. e69) Lessons learned include examples such as understanding the

Sub Question

interventions to help children stay in school when home situations become dangerous to the children. (p. e69) Several examples are given in the Narrative for the management team and director to build capacity. One example is given for the development of local peer support specialists to improve access to behavioral health services and resources. (p. e69)

A strong Memo of Understanding is presented with all partners also presenting supporting evidence of alignments of vision, theories of action, and theories of change with the PN vision and theories. (pp. e83-e119) The applicant presents specific Many Flags Promise Neighborhoods Vision, Theory of Change, and Theory of Action to include engagement in high quality learning opportunities in the designated six towns and also to ensure positive child and youth development for all indicators and across the complete continuum from birth to career. (pp. e84-e85) A definite system is described for holding all partners accountable for fiscal processes, services, and outcomes. Advisory Board roles and governance structure are well-defined. (p. e85)

Weaknesses:

No weaknesses are 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:

The Budget Justification information properly aligns with the Budget Summaries for Federal and Non-Federal funding of the project. (pp. e127- e129, e136-e137)

Components of fringe benefit calculations for personnel are adequately detailed, and total costs of the benefits are reasonable. Salaries, travel, supplies, contractual expenses (longitudinal data system development) are reasonable for the scope of the planning activities for the year. (p. e127)

The partners outline the FTE units of matching in-kind and monetary donations in the signed MOU document. Donations are adequately defined for total amount and definitions of calculations for each donation. (pp. e105-e118) For example, the Mid-Coast School of Technology states part of its in-kind donation will be for its Region 8 Director attending workgroup meetings, participating in community engagement, and providing needs data. The company plans to donate [REDACTED] per hour for four hours per month for a total in-kind donation of [REDACTED] (p. e107)

The management staff and project director have experience in integrating funding streams from multiple sources such as developing a Federally funded community health center through a state awarded Community Transformation Grant. They have learned numerous lessons with educational partners such as studying school scheduling and developing a common school schedule in implementing STEM courses. They have demonstrated a proposal to build capacity as they have integrated funding for the Many Flags Promise Neighborhood project from numerous sources such as U.S. Small Business Administration, Maine Department of Health and Human Services, United Mid-Coast Charities, and the Corporation for National Service. (p. e70)

Weaknesses:

The applicant does not give a clear and convincing explanation of the roles and compensation rationale for the Many Flags/One Community Executive Director and the Many Flags/One Foundation Executive Director. (p. e37) The Promise Neighborhood Advisory Board has its own Project Director and Project Manager, and the applicant does not present convincing evidence of the necessity to provide a subcontract to Many Flags and Many Flags Foundation for services it already is planning to perform. (pp. e59, 127-e128)

Sub Question

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 Early Learning Network has a director, Rebecca Dinces, who has experience and credentials in directing early childhood programs. She is currently the Division Manager for Penquis Child Development, has early learning state licensure, and has university credentials in early learning education. (pp. e81-e82) The PN Project Director will ensure accountability for this program by personally chairing the Early Learning Workgroup which will study data and implement programs for children birth through third grade. (pp. e57, e71)

The programs will align to the State of Maine's Quality Rating System which also includes providing professional development to teachers and providers. Components of the early learning network include provisions for opportunities for private and public child care facilities, provisions for school activities, developmentally appropriate curriculum, authentic assessments, emphasis on healthy children, parent and family involvement, and outcomes across multiple domains. (pp. e71-e72) The applicant adequately addresses that curriculum and assessment decisions will align to state and local expectations for school readiness of young children. (p. e72) Program data of assessments and outcomes will be integrated with other PN data into a longitudinal system. (p. e73) The proposed plans will enhance the existing large successful programs of Penquis Child Development, one of Maine's largest early childhood education providers, which has experience in serving more than 800 children through 47 classrooms at 18 locations in a multi-county area. (p. e73) Needs of children with disabilities will be addressed through the Evidence Based Early Intervention Model for services to infants and toddlers with disabilities. (p. e51)

Weaknesses:

No weaknesses are 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:

Not Scored

Weaknesses:

Not Scored

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 applicant presents adequate components for the planning for arts and humanities opportunities for children and youth in the target area. All ages of young children and youth are included in the activities, and programs are described to be across several domains and age appropriate. Strong examples are evident in the programming such as including "music, art, movement, and dramatic play" in the young children's programs. (p. e74) Older children and youth will have arts and humanities experiences through programs sponsored by the local Farnsworth Museum and Oceanside. Professional development for teachers and providers is an element of the programs. Enrichment opportunities will be made available throughout the year in school and in out-of-school settings. (p. e74) Partnerships will be formed with older adults and retirees who have art expertise. (p. e35)

Weaknesses:

No weaknesses are 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:

Not Scored

Weaknesses:

Not Scored

Reader's Score: 0

Status: Submitted
Last Updated: 09/14/2012 03:36 PM

Status: Submitted

Last Updated: 09/18/2012 08:41 AM

Technical Review Coversheet

Applicant: Penquis C.A.P., Inc. (U215P120070)

Reader #2: *****

	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	19
Quality of the Management Plan		
1. Selection Criteria 4	45	38
Sub Total	100	91
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	94

Technical Review Form

Panel #14 - PN Panel - 14: 84.215P

Reader #2: *****

Applicant: Penquis C.A.P., Inc. (U215P120070)

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 described severity of problem, based on poverty, early childhood services, student achievement, and health and safety (pp. 2-10).

The applicant provided overall achievement data for both high schools in reading, math, writing, and science (p. 6).

The applicant provided current data to demonstrate needs, such as 2011 data from the Maine Integrated Health Survey, 2011 Community Needs Assessment, and 2012 Maine Kids count (pp. 7-12).

Weaknesses:

The applicant did not describe academic needs or subgroups in the high schools it plans to serve (pp. 2-10).

The applicant did not describe academic needs for other schools in the community (pp. 2-10).

Reader's Score: 9

2. Geographic Area Description

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

Strengths:

The applicant clearly described the neighborhood in Maine that will be served and a description of the community (p.1).

The applicant included a map of the area, describing the location of the schools to be served (p. 1).

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 described current reforms and work with partners on them (pp. 11-18).

The applicant described a comprehensive continuum of services to improve schools and identifies its vision for students, staff, community, and campus (pp. 11-18).

The local school district has participated in planning this project (p. 15).

The applicant included plans to address needs of students and learning for grades K-12 (pp. 11-18).

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 provides a description of team members and a diagram of the management structure for this project (pp. 19-26).

The applicant describes a clear plan to develop a continuum of services for students from birth through college and career readiness that is based on identified needs (pp. 19-26).

The applicant lists partners that will be involved and the role they will play (pp.24-26).

The applicant provided a basic timeline of project activities (p. 27).

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.

Sub Question

Strengths:

The applicant currently works with partner agencies on other initiatives (pp. 27-31).
Partners described in this proposal have a history of working together to solve problems (pp. 27-31).
The applicant provided clear descriptions of how each agency will collaborate in this project (pp 27-31).
The applicant described existing partnerships with programs funded federally, locally, and through the state (pp. 27-31).
The applicant plans to strengthen and expand partnerships (p. 31).

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: 19

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 identified indicators in the areas of Early Childhood Learning, Academic Indicators, and Family and Community Support Initiatives that will be used in the needs assessment (pp. 25-27).
The indicators to be used appear to be comprehensive (pp. 25-27).
The applicant recognized the need to use current data (p. 31).
The applicant plans to examine data for correlations (pp. 31-32).
The applicant identified sources for the data it plans to collect (p. 32).

Weaknesses:

It is unclear how the data collected will be used in the planning process (pp. 25-27).
It is unclear how solutions will be developed based on the indicators listed (pp. 25-27).

Reader's Score: 9

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.

Sub Question

Strengths:

The applicant plans to select programs for project from evidence-based programs with a proven history in addressing needs similar to those they identify (p.32-35).

The applicant plans to use programs that target factors identified in needs assessment and segmentation analysis (p. 32).

The applicant has identified program it may use that are evidence-based (pp. 33-34).

The applicant plans to use programs that will provide measureable results (p. 33).

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: 38

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 provided evidence of the qualifications of key personnel (pp. 38-41).

The Project Manager who will work with the community already is involved in collaborations within the community (pp. 39-40).

The applicant described how the project director will work with residents of the neighborhood (pp.43-44).

The applicant described how it plans to build capacity by working with governmental leaders and other service providers in the neighborhood (pp. 44-46).

The applicant currently serves the community through other programs (pp. 43-45).

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

Sub Question

improvement, and accountability.

Strengths:

The applicant has experience with data collection, management and analysis (pp. 46-47).

The applicant has a plan for collecting data from multiple sources, based on the identified needs (pp. 31-32, 46-48).

The applicant will work with its partners in examining the data and planning programs (pp. 46-48).

Minutes will document ongoing work and final recommendations of Planning Team workgroups and will be available to the public (p. 48).

Weaknesses:

It is not clear how the applicant will analyze the data for decision-making (pp. 46-48).

The applicant did not describe how it will use data for continuous improvement (pp. 46-48).

Reader's Score: 10

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 described a project that fully uses established partnerships (pp. 2-57)

The applicant has secured commitments from many partner agencies (p. 49).

The applicant has identified a vision for the Many Flags Promise Neighborhood (p. 49).

The applicant will use lessons learned and experience to align the visions, theories of action, and theories of change to build capacity (pp. 49-51).

Weaknesses:

none

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:

The applicant has a plan for developing long-term sustainability by working with its partners (pp. 51-53).

The applicant has a history of securing grant funding through its collaborations (p.52).

The applicant has the endorsement of the State of Maine and investment from private funders (p. 53).

The applicant plans to leverage previous funding to secure additional funding for this initiative (pp. 51-53).

Sub Question

Weaknesses:

The applicant did not describe fully how current funding streams would be integrated to build capacity for this initiative (pp. 51-53).

Reader's Score: 8

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 Project Director will chair the Early Learning workgroup and has experience administering early learning programs (pp. 53-55).

The applicant plans to ensure high-quality through aligning the program with Maine's Quality Rating System (p. 53-54).

The applicant plans to address multiple domains of early learning (p. 54).

The applicant described education components that designed to improve early learning (pp. 53-55).

Weaknesses:

The applicant did not provide full information about the quality or comprehensiveness of the early learning network proposed (pp. 2-41).

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 applicant addressed this priority through Early Learning and Student Achievement (p.56).
The applicant provided some examples of how arts and humanities will be integrated (p. 56).

Weaknesses:

Information was not provided on experiences currently available in the community (p. 56).

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: 09/18/2012 08:41 AM

Status: Submitted

Last Updated: 10/05/2012 12:04 AM

Technical Review Coversheet

Applicant: Penquis C.A.P., Inc. (U215P120070)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Selection Criteria 1	15	13
Quality of Project Design		
1. Selection Criteria 2	20	20
Quality of Project Services		
1. Selection Criteria 3	20	18
Quality of the Management Plan		
1. Selection Criteria 4	45	45
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 #14 - PN Panel - 14: 84.215P

Reader #3: *****

Applicant: Penquis C.A.P., Inc. (U215P120070)

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: 13

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:

Respondents to a community survey identified five most needed services (page e22). The level of poverty and low academic achievement is documented in a chart from the 2010 U.S. Census (page e21). The marine industries that drive the economy is suffering from increased regulation and having a negative effect on families and the community (page e22). Results from an employer focus group indicates there is a skill/knowledge gap of youth entering the local job market requiring employers to recruit workers from outside the area (page e22-e23). Data is provided to indicate the lack of students pursuing post-secondary education (page e22). Data supports the lack of academic success by schools in the Many Flags area and high 9th grade failure rates (page e24). Data is provided to indicate the increased need in special education for new students (page e25). Other data to support needs include lack of affordable health services, high teen pregnancy rate, high substance abuse problem, violent student behavior and high suicide rate (page e26-29).

Weaknesses:

There is insufficient data provided to address needs of young children under school age. Information is provided about services in the area but does not provide facts to indicate needs.

Reader's Score: 8

2. Geographic Area Description

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

Strengths:

A detailed description of the area is provided of the six communities in mid-coast Maine. A map designates the proximity of the identified communities to each other. Total population and demographic information is provided to illustrate the residents of the area (page e20). Each community is specifically identified. History of the area and economy is provided.

Sub Question

Weaknesses:

No weakness identified.

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 plan indicates the implementation of the Many Flags model to improve student outcomes. A continuum of solutions to improve educational opportunities is identified to provide on one site a regional high school, career and technical school, higher education center and industry center of excellence to serve student in grade 9-adult (page e31). The vision indicated in a chart addresses a wide continuum of solutions and results (page e32). A study is in progress to determine steps to allow students to take advantage of a regional school system (page e33). Possibility of locating a health center on campus is indicated to serve all students in the area (page e33). The plan identifies a restructuring of curriculum to provide readiness program to assist students to be better prepared to enter post-secondary programs, complete high school, provide equitable opportunity for all students, improve learning for all students and acceptance and ownership as our school (page e34). Strategic planning for the Many Flags model focused on developing a five year plan for the school district which included a Community Forum where priorities were identified (page e34, 35).

Weaknesses:

No weakness identified.

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:

There is a clear plan to conduct the process in 12 months and has in place a wide variety of planning team member to represent residents, state and local government, educational institutions, businesses, faith-bases organizations and others (page e36). An organizational chart is provided and a list of specific tasks the planning team will address to support the community needs and outcomes from birth to career (page e38-39). Each standing committee is specifically identified and their responsibility (page

Sub Question

e40-41). A comprehensive list of partners and a description is provided that will assist in the development of the plan and encourage other community members to become involved and provide input through meetings, working groups and/or public forums (page e42, e43, e44). A specific timeline is developed to work toward solutions, determine data requirements, review progress, determine barriers and address issues in order to make final recommendations (page e45).

Weaknesses:

No weakness identified.

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:

A summary of existing services and support that is likely to be integrated into the continuum of solutions is clearly identified (page e43). A collaboration plan is identified to coordinate efforts working with established programs, grants, initiatives and coalitions to improve the well being of area families and communities and maximize the use of available assets such as the Community Transformation Grant to provide transportation to health services (page e46). The ability to scale up and leverage state funding is indicated through the development of a regional school (page e46). Support for the summer meal program is indicated in order to enhance, expand and sustain the program (page e46). The collaboration with several organizations is indicated to stabilize homeless families (page e47). A plan is provided to create a community health clinic provided through funds from the Health Resources and Services Administration (page e47). The plan includes the mental health initiative with funding from the John T. Gorman Foundation, Bingham Program and Davis Family Foundation. (e47). Funds are provided by the Maine Department of Transportation to study the possibility of developing public transportation (page e47).

Weaknesses:

No weakness identified

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: 18

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.

Sub Question

Strengths:

The planning team members will determine sources of data to qualify the indicators and determine the best method for obtaining reliable data (page e49). An example is provided how segmentation analysis would be completed (page e49). A detailed chart of outcomes/indicators is provided and the potential data source is listed (page e50)

Weaknesses:

The plan indicates the data to be collected but it is not specific how that would be utilized in program planning. It is not clear how the plan would address disabilities.

Reader's Score: 8

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:

A list of evidenced-based programs is provided that is currently in use and expected to be included in the continuum of solutions. Examples of evidenced based educational programs include Head Start and Early Head Start, Maine Families, Early Intervention Model as part of IDEA, Nutrition Education, Lions Quest Skills for Adolescence, Project Success, and Many Flags/One Community and are referenced (page e51-e52). Evidence based programs for family supports include the Nurturing Fathers Program, Kids First, Active Parenting Now, Guiding Good Choices and references are provided

Weaknesses:

No weakness indicated

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.

Sub Question

Strengths:

Programs offered by Penquis have received recognition for quality and innovation, and currently administers 110 state and federal grants and contracts (page e 55). The Advisory Board consists of more than a third of representatives from the service area, residents or low income to ensure the board is responsive to the community needs and concerns (page e56). A detailed list of services provided to neighborhood residents is included (page e61, e62). School projects are identified that Penquis will coordinate efforts in order to increase solutions (page e 62, 63). Federal, State and Local government leaders and agencies are identified that support the Many Flags project (page e 63). Neighborhood collaborations are identified and services provided page e 63, e64).

Weaknesses:

No weakness identified.

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:

An extensive inventory identifying experience in data collection, analysis and management is provided and utilization of the Results Oriented Management and Accountability system. Penquis also uses a specific data tracking and evaluation system for each program. Experience with the U.S. Department of Justice, Muskie School of Public Service, Margret Chase Smith Center is available to access additional data (page e64, e65). A consultant will work with the Data and Research committee to collect and utilize data for planning and evaluation purposes (page e 64, e65).

Weaknesses:

No weakness identified.

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:

Penquis provides an opportunity to build capacity through funding and a staff of 350 employees (page e54). Experience of Penquis in receiving awards is documented (page e55). Penquis has indicated the extent of their partnerships with in the neighborhood and residents through Head Start, Early Head Start, Child and Adult Care Food Program, utility assistance, home repair weatherization, lead testing, volunteer programs, assisted living services, Individual Development Accounts, and educational programs to provide access to financing (page e62). Leaders in Federal, State, and local government leaders are indicated and includes State Representative Edward Mazurek, State Senator Chris Rector (page e65). Partners are identified and each organization completed a MOU identifying their responsibilities/roles and financial commitment (page e67, MOU Appendix). Vision, Theory of Change, and Theory of Action are identified by Many Flags and in the MOU with each organization (page e67, e 68, MOU Appendix).

Sub Question

Weaknesses:

No weakness indicated.

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:

Funding from multiple sources is identified and a plan to integrate programs into the continuum. Federal and state grants to develop a community health center, support a public transportation study and education initiatives to support Many Flags are planned. More than [REDACTED] in services has been raised or leveraged by Penquis. (page e69, e70, e71)

Weaknesses:

No weakness identified.

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:

Goals to enhance the quality of early childhood programs and services is identified utilizing the QRS, State Learning Guidelines, NAEYC accreditation and Head Start Early Learning Framework to support outcomes and provide data (page e71, e72, e73).

Weaknesses:

No weakness identified.

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:

Work groups of Early Learning and Student Achievement are identified to develop plans for children to experience and actively participate in the arts (page e74).

Weaknesses:

No weakness identified.

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: 10/05/2012 12:04 AM

