

Status: Submitted

Last Updated: 09/14/2012 03:39 PM

Technical Review Coversheet

Applicant: Renewal Unlimited, Inc. (U215P120130)

Reader #1: *****

	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 #14 - PN Panel - 14: 84.215P

Reader #1: *****

Applicant: Renewal Unlimited, Inc. (U215P120130)

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 adequately describes the magnitude of the problems in the designated PN area of the entire Adams County, Wisconsin. Family and community problems include high poverty, high rate of poverty among children, poor health of residents, high rates of obesity, lack of medical care, lack of transportation, high rates of alcohol/substance abuse, high rate of mental disorders and depression for young adults, high teen pregnancy rate, and high rate of child abuse and violence. (pp. e21-e29) Excellent statistics accompany the listing of the problems. One example is the complete description of the PN problem of alcohol and substance abuse. The applicant gives state statistics for the problem including statistics from the U.S. Center for Disease Control, the Wisconsin Health Services, Adams County, and Adams-Friendship Area School District student data. The applicant reports data examples such as 24 percent of Wisconsin adults are binge drinkers as compared to a national statistic of 15 percent. High school students in the area reported that 30.2 percent binge drank. (p. e24) The applicant also describes the lack of parent and community support for students and education. (p. e29)

Problems in the targeted PN county are also adequately identified for education. Problems are thoroughly described and consist of lack of prenatal care leading to early learning development concerns, lack of quality child care centers, lack of readiness to enter school, low student achievement in math and English/language arts, low number of college admissions, and lack of career plans beyond high school graduation. (pp. e30-e33) Excellent disaggregation of student information for all aspects is evident and includes student test scores on statewide testing and disaggregating of data for students with disabilities. A strong example to demonstrate the lack of academic proficiency of students is the documentation of percentage of AFASD students with disabilities being low in math proficiency in grades three through ten at 66.7 percent as compared to the state average of 53.1 percent. (p. e31) Language barriers are discussed as problems with the need to provide the One Stop Shop Pilot Program materials in a bilingual format. (p. e11)

Sub Question

Weaknesses:

No weaknesses are noted.

Reader's Score: 10

2. Geographic Area Description

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

Strengths:

The applicant presents a thorough geographic description of the area for the Promise Neighborhood project. The entire Adams County in Wisconsin is a rural and "culturally isolated" area with contiguous communities of Adams and Friendship. The applicant adequately describes town and county population, towns' locations, population under the age of eighteen, location of nearest metropolitan area (80 miles away), density of population, student enrollment in the five schools, square mileage of PN area, ethnicity of students, description of cost of living for the area, and aspects of the economic drivers of tourism and agriculture. (pp. e21, e33-e34)

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: 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:

All schools in target area are in the low performing category: Adams-Friendship Elementary, Adams-Friendship Middle, Adams-Friendship High School, Roche-A-Cri Elementary School, and Grand Marsh Elementary School. (p. e17) To a large extent, the applicant provides a continuum of solutions that will be aligned to the rigorous school improvement plans for the schools. The Adams-Friendship Area School District has recently undergone school accreditation with the North Central Association Commission on Accreditation and School Improvement for all its schools and received such status. Currently the district is pursuing AdvancED accreditation under the same Commission. (p. e35) Other school reforms are in process or have been undertaken by the school include Dimensions of Learning, Extended Learning Times (21st Century Community Learning Center Grant funds), Comprehensive School Counseling Model, and Response to Intervention (children with disabilities and general education children). (pp. e37, e40, e42) The primary school reform initiative is the Dimensions of Learning Model funded through a WDPI Comprehensive School Reform Grant. Features include state standards-based curriculum, instruction, standards-based assessment, increased professional development, and a reorganization of school governance. The research-based program is based on Marzano's research, Dimensions of Thinking: A Framework for Curriculum and Instruction. (p. e37) Details are

Sub Question

comprehensive for the explanation of educational reform efforts for the Comprehensive Counseling Model which serves all students pre-K through 12th grades. The program components are fully explained to include school curriculum embedded into academic curricula, individual planning for academic success and career planning, responsive services, system support, career portfolio, and career conferences. (p. e38) Another strategy in the PN plan involves the RtI implementation of the Fountas and Pinnell Leveled Literacy Intervention for students in grades K-3. (p. e40) A rigorous goal in the school reforms is to have "five researched-based intervention" strategies ready for implementation at the elementary school level at the "first sign of student" academic problems. (pp. e40-e41) Systematic data analysis of student data is a key aspect for the educational reforms in the schools, and the applicant fully explains its plans in implementing strong data systems such as NWEA - MAP data systems, EXPLORE, PLAN, Curriculum-Bases Measures, Skyward, and IGDIS. (p. e41) Provisions are provided for use of assistive technology or translation methods for individuals with disabilities and/or language barriers. (p. e10)

Weaknesses:

No weaknesses are 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 presents a thorough plan to create a complete continuum of solutions for all PN education indicators and all family and community support indicators. The plan contains strong elements: the Executive Committee, management staff for the project, Work Groups, Strategic Planning and Research Team, PN awareness meetings for the community, communications campaign (includes ACPN website), planning retreat, series of town hall meetings, and needs assessment activities. (pp. e46-e48) Data will be collected for all educational and family/community supports indicators. The twelve-month plan consists of data collection and implementation and study of five pilot projects. Pilot projects are One Stop Shop, Wraparound Services, College Mentors and Readiness, Thriving Children, Greenhouse for the Mind/Ecological Education, and Family College. The applicant fully describes all of the five pilot projects. (pp. e49-e54) College readiness also includes subcomponents of programs such as the Career Academy for all 11th graders and programs supported through Mid-State Technical College such as Career Views and an Education Fair, Discovery Days for elementary and middle school students, and College Camp for middle school students. (p. e51)

A comprehensive and thorough explanation is given for all data to be collected, solutions to address each need assessment, and the partners who will support/plan for the solution. A strong element is the amount of data to be collected. In addition to collecting the obligatory PN data, the applicant plans to conduct additional data assessments in many categories. An additional data assessment point is noted for the indicator of students being proficient in core academic subjects. The additional point is "students who feel like they would like to live and work here after high school." (p. e65) Another strong example is the indicator for students who participate in high quality learning activities during out-of-school time, i.e. after school time, summer school. (p. e56) Solutions are strong for the entire continuum beginning for children at birth and extending to young adults as they enter college and/move to a career. Multiple solutions are directed for each need. One example of strong solutions for increasing high school graduation rates is detailed with seven solutions: "Systematic Transformation / 90-90-90 Research, College Mentors and Readiness Pilot, Implement Comprehensive School Counseling Program, Wraparound Services Pilot, Thriving Children Pilot, Alternative Education Programs, and Workforce Investment Act Youth Programs." Partners to support and provide these solutions include AFA School District, Mid State Technical College, Bridges for Youth, Family Resource Center, UW Extension, Renewal Unlimited, Wisconsin Family Ties, and CESA 5. (pp. e57-58) The applicant's plan to participate in a Communities of Practice with other grantees is adequately described. (p. e65)

Sub Question

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 numerous neighborhood assets which coordinate with their efforts to improve the community and its education. A complete description of the fiscal support is provided, and programs are supported with Federal, State, local and private funds. Existing programs which will coordinate with PN programs include the AFASD School Improvement Initiative, the AFASD After-School and Summer School Programs (funded through state funds - 21st Century Community Learning Center State Grant), Greenhouse for the Mind, National School Lunch Program (Federal funds), Workforce/Adult Basic Education (Federal funds through Adult Education and Family Literacy Act and Carl D. Perkins CTE Act), and Early Head Start and Head Start programs (funded through Federal funds from U.S. Department of Health and Human Services). (p. e63)

Local assets also include "at least fifty community residents" who will participate on Work Groups in the PN planning phase. (p. e64) Other local assets are described to be involved in PN solutions include private businesses such as New Chester Dairy (School Improvement Initiatives) and Moundview Memorial Hospital (Community Garden). (pp. e59-e62) Local and state funded assets are adequately described to also be involved in providing PN solutions, and they include Adams County Historical Society (Thriving Children Pilot), Adams Friendship Area School District (School Improvement Initiatives), and University of Wisconsin Extension (Family College Pilot / Parent Education). (pp. e55-e62)

Weaknesses:

No weaknesses are noted.

Reader's Score: 5

Selection Criteria - Quality of Project Services

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.

Sub Question

Strengths:

The applicant adequately describes the process for the needs assessment and clearly identifies and fully describes all indicators. All needs assessment data points are given full descriptions. An example is evident for the indicator of high school graduates obtaining a postsecondary degree, certification, or credential. Data assessment points are detailed as "number and percentage of Promise Neighborhood students who graduate with a regular high school diploma and obtain postsecondary degrees, vocational certificates, or their industry-recognized certifications or credentials without the need for remediation; number and percentage of students who take college entrance exams and/or AP tests, and number and percentage of students whose parents attend Parent-Student Career and Academic Conferences." (p. e58)

The process for the needs assessment is complete, and the applicant plans to "gain data on every child in the targeted area." (p. e65) The process includes critical aspects of participatory action research, community asset mapping, formation of research questions, and segmentation analysis. (p. e65) Assessment instruments and input formats are adequate and include focus groups, public forums, key informant interviews, needs assessment surveys, school-based surveys, Participant Photo Mapping, School Climate Survey, and Youth Risk Behavior Survey. (pp. e55-e68) The segmentation analysis is quite detailed for the disaggregation of data for twenty-four sub-groups such as age, English proficiency, migrant status, location in Adams County, academic performance, single parent households, and many other categories. (p. e68) Details are evident for merging existing longitudinal data into a "central database" to develop a "longitudinal data management system utilizing the Promise Scorecard software programs." Other quantitative analysis software will also be used such as N*Vivo and ArcSoft which will be stored in a data warehouse by a University of Wisconsin statistician. (p. e69) The applicant does include planning evidence of how it will provide solutions to individuals based on the needs assessment. A focus will be to target "medium and high-need children, youth, and families." (p. e68)

Weaknesses:

No weaknesses are 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 gives details of the plan to conduct research for solutions. Research will be conducted for "potential and proposed solutions," pilot projects, and policies. (p. e70) Members of the Executive Committee, the Project Director, and the SPRT will be involved in the search. Specific types of research are to be considered such as the Blueprints Model Program by the Center for the Study and Prevention of Violence for the solutions of providing student safety. (p. e70) Academic evidence-based programs will be included in the research such as programs Read 180 and Comprehension Toolkit. (p. e70) Numerous sources of research to be reviewed are listed and include strong sources as Model Program Guides through the Office of Juvenile Justice and Delinquency, Registry of Effective Programs through the CDC, What Works Clearinghouse through the U.S. Department of Education Institute of Education Sciences, What Works from the Promise Neighborhoods Research Consortium, Evidence-Based Programs through the National Registry of Evidence-Based Programs and Practices, peer reviewed journals, and other research institutions' publications. (pp. e70-e71) The applicant presents evidence of research and brief descriptions of the evidence for the PN pilot projects Greenhouse for the Mind and Wraparound. (p. e71)

Weaknesses:

No weaknesses are noted.

Sub Question

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:

The applicant fully describes the management team composition to include ACPN Executive Committee, Project Director, Strategic Planning and Research Team, and five Work Groups (Broad-Based Community Resource Mapping, Family Connections, Lifelong Learning, and Healthy Living, Career/Sustainable Living. (pp. e47, e73) Three researchers will serve on the Strategic Planning and Research Team. (p. e46) The management team is strong with experience and university education. Resumes and position descriptions are complete and detailed for each position. (pp. e80-e82, e139-e146)

Decision-making authority rests with the ACPN Executive Committee which is a subcommittee of a larger community committee, the Adams County Community Children's Concerns Committee, comprised of thirty stakeholders. (p. e74) The ACPN Executive Committee is representative of the proposed PN area and contains school officials, local residents, parents, governmental officials (City of Adams Police Department, Adams County District Attorney, School Board Member), and university representatives (University of Wisconsin Extension and Loyola University). (pp. e75-e76) Experiences of the PN management team and project director are derived from experiences working with this larger community committee in its community education programs with the Adams Friendship Area School District, youth asset development, Vision 2020 activities, and parenting programs. (p. e75) Renewal Unlimited provides a historical overview of its organization and experience in working with the area residents. It adequately explains its experience in working with the schools, Federal, State, and local government leaders, and other service providers. Experiences with Federal agencies and the local schools include working with the U.S. Department of Health and Human Services in implementation of the local Head Start/Public Schools Early Childhood Transition Project in the 1990's. (pp. e77-e78) Other connections with Federal and state funded programs include the implementation of the Housing Organization and Direct Assistance Program, the Alternative Response Grant for Prevention of Child Abuse, and expansion of the AmeriCorps Program Fresh Start Crew. (p. e78) Lessons learned are detailed for these previous projects such as providing housing counseling services and home rehabilitation services in the Homeless Prevention and Rapid Re-Housing Program. (p. e79) The applicant provides a description of the project director and management team in building capacity through the ACPN Kick-Off Event and the Partnership Training Retreat. The focus will be on "unifying the vision and mission of the PN and providing training for all the WorkGroups." (pp. e84-e85) The applicant affirms commitment to work with the PN National Evaluator and the U.S. Department of Education in sharing data, results, and evaluation. (p. e98)

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 presents experience and lessons learned of the applicant's management team and project director in collecting, analyzing and using data for program improvements. Evidence includes the three selected researchers (Phillippo, Miller, and Scanlan) and Renewal Unlimited having experience in "research methodology" and researchers publishing their findings and solutions in peer-reviewed publications. Their scholarly research has been published in numerous journals including the Journal of School Leadership, Academic Leadership, and Christian Higher Education. (pp. e112-e138)

Plans are clearly described for collecting longitudinal data, compiling the data, analyzing the data, segmenting the data, and merging all the data using the Promise Scorecard decision-making software tool developed by Results Leadership Group. Specific components of Promise Scorecard are given including its ability to track data on indicators, program services, partner resources, and funding streams using rapid-time data. (p. e86) All data resources will be linked including information such as the statewide data from the WDPI WINSS data base (academic scores, graduation plans demographics), school district data (classroom grades, attendance, graduation rates, discipline referrals, NWEA MAP, EXPLORE, ACT, CBM), Fitnessgrams, and Adams County health data. (pp. e88-e89) Provisions for protection of privacy of information in the sharing process are detailed and include adhering to HIPAA, FERPA, Federal, state, and agency guidelines. (p. e88) The project director and management team plan to build capacity as they involve residents, partners, and the Executive Committee in analyzing results and planning for solutions. Methods of dissemination of results of the assessments are fully explained in the full-year Implementation Plan. Dissemination of findings and identification of solutions will be conducted at Town Hall meetings, Executive Board meetings, and through an ACPN Comprehensive Needs Assessment Summary Report. (pp. e89-e90)

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 management team and project director have experiences in creating partnerships and have learned lessons in those partnerships. Examples include Renewal Unlimited's work with the Adams-Friendship Area School District with their school improvement initiatives as they learned the necessary transformational strategies to improve student achievement. (p. e63) Another partnership is evident with Early Head Start / Head Start in Adams County as they learned to have greater family engagement in the support of early learning. (pp. e63-e64) Renewal Unlimited will build capacity as it collaboratively works with over twenty-two partners in the PN planning project. Partners include many partners such as government officials (U.S. Congressman Petri, City of Adams Mayor), universities (University of Wisconsin

Sub Question

and Loyola University), Adams-Friendship Area School District, Adams County Health and Human Services, New Chester Dairy, and Adams County Land and Water Conservation Department. (pp. e92-e95)

A MOU is provided for alignment of the vision, theories of change, and theories of action among the partners and applicant. Most partners also provide separate letters documenting their organization's alignment to the PN project vision, theory of action, theory of change, and matching dollar/in-kind commitment. (pp. e148-e156) Partners showing clear evidence of alignment include Renewal Unlimited, Adams-Friendship Area School District, Loyola University Chicago, Wisconsin Family Ties, Mid State Technical College, Adams County Land and Water Conservation Department, Adams County Health and Human Services Department, Adams County Chamber of Commerce, Cooperative Educational Service Agency 5, Child Care Resources and Referral, and Adams County UW-Extension. (pp. e160-e207) The applicant does present an adequate plan for holding all partners accountable in accessing data, providing meaningful input for solutions and expenditures, and monitoring pilot projects' implementations. (pp. e96-e97)

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 management team and project director have experiences and learned lessons in integrating funding streams from multiple resources. Numerous funding streams are being utilized to provide high quality solutions. The applicant fully details several funding streams, and some of those are through grant funds from the U.S. Office of Justice Assistance, U.S. Department of Health and Human Services, U.S. Department of Labor, Adams County Health and Human Services, and Renewal Unlimited. (p. e97) The applicant states that lessons of program administration have been learned through several programs such as the 21st Century Community Learning Center Program and the Early Head Start / Head Start Program in Adams County. They plan to build capacity as they and specifically the Resource Development Specialist on the team continue to research and identify additional funding sources for the solutions in the PN plan. (p. e97) Appropriate matching dollars/in-kind services are noted in the application.

Weaknesses:

No weaknesses are 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 applicant provides adequate evidence that the director of early childhood programs (Phillippo, Ph.D., L.C. S.W.) is highly educated with university degrees in Social Services Administration and Sociology. She has experience in research, teaching, and social services. She holds Illinois Pupil Personnel Services credentials and certifications from the California Board of Education. (pp. e81-e82, e125-e129) This expansion of the current Early Head Start and Head Start programs will include strong evidence-based practices and address all domains of early learning including health, physical, social, emotional, language development and communication, approaches to learning, cognition and general knowledge. (p. e100) The strong early childhood assessment is part of the overall PN needs assessment, and Renewal Unlimited will use a new assessment tool, Teaching Strategies Gold, for the young learners. (p. e99) The applicant fully explains that a new curriculum will be utilized with infants through preschool-age children and will include screenings and accommodations for developmental delays, hearing and vision problems, speech and language issues, and health issues. (pp. e99-e100) Another strong program, One Stop Shop, will connect residents to resources, programs, and services and would employ a Community Resource Navigator to refer residents to services, set up initial and/or follow-up appointments, and arrange transportation services. (p. e49) Also the PN project would plan to provide a Community Resource Guide for this "place-based, client centered" approach. (p. e49) Another early childhood program is fully described, Thriving Children Program, which addresses all "psycho-social and school readiness needs" of young children including prenatal supports. (p. e52) The applicant gives clear early-childhood programming to include school-based mental health services, family advocacy, parent peer mentoring, nutrition, well-baby visits, connections to Early Head Start and Head Start, qualified child care, focus on Young Star Wisconsin's Child Care Rating and Quality Improvement System, and adherence to Wisconsin's Model Early Learning Standards. (p. e52)

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 adequately describes the PN planning project to include additional arts and humanities opportunities for the children and youth in Adams County. Strong programs will be Dramatic Education, access to a Free Little Library theatrical production, Greenhouse for the Mind (focuses on history, culture, art, beauty, and heritage of the land), Enhanced Band Curriculum, Enhanced Literacy Skills Program, increase in Advanced Placement courses in language arts area, and opportunities for learning music and video production. (pp. e101-e103) The programs will be held during the school day and also out-of-school time throughout the year.

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
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Applicant: Renewal Unlimited, Inc. (U215P120130)

Reader #2: *****

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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	
Competitive Preference Priority 6		
1. CPP 6	1	1
Competitive Preference Priority 7		
1. CPP 7	1	
Sub Total	5	3
Total	105	103

Technical Review Form

Panel #14 - PN Panel - 14: 84.215P

Reader #2: *****

Applicant: Renewal Unlimited, Inc. (U215P120130)

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 described need through poverty based on median household income and unemployment in relation to the state and nation (pp. 2-3).

The applicant cited the county's low ranking in the state for health and morbidity and provided specific examples. The applicant identified needs based on alcohol and other drugs by adults and youth compared to the nation. The applicant described needs based on risky and violent behavior and child abuse and maltreatment data over time (pp. 3-7).

The applicant included data about school climate in the middle school and high school that demonstrates need (pp. 7-8).

The applicant used standardized test data to identify needs by subgroup and subject areas for the school district as a whole (pp. 11-13).

Data provided by the applicant is current (pp. 2-14).

Data showed significant need in identified areas (pp. 2-14).

Weaknesses:

none

Reader's Score: 10

2. Geographic Area Description

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

Strengths:

The applicant provided a clear description of the location of the geographical area, describing its isolation, scenery, and history (pp. 2, 15).

The applicant provided a map of the location of the proposed project (p. 15).

The applicant included information about the demographics of the schools it plans to serve (p. 15).

Sub Question

Weaknesses:

none

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 proposed project included goals for improvement set by the school district (pp. 17-18).

The applicant described educational interventions currently in place (pp. 18-26).

The applicant described past and current reform strategies and explained how they will be incorporated into future school improvement (pp. 18-26).

The applicant described a comprehensive approach to resolve the needs previously identified (pp. 26-45).

The continuum of solutions includes specific strategies for improving schools and the neighborhood (pp. 26-45).

The proposed project has plans that are ambitious and rigorous (pp. 26-45).

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 plans to implement a program based on the data it gathers and analyzes (pp. 26-30).

The applicant proposes solutions that include early learning through grade 12, college- and career-readiness, and family and community supports (pp. 30-45).

The applicant's proposed solutions create a complete continuum of solutions for the neighborhood (pp. 36-43).

The applicant provided specific information about the proposed solutions, including expected results and partners/service providers (36-43).

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 built the proposed project integrating existing community-based organizations and youth- and family-serving agencies within the neighborhood to create the proposed program. Specific agencies have been identified as partners by service they will provide and expected results (pp. 30-45). Specific roles and responsibilities are identified (pp. 30-45).

The applicant has identified specific roles for partners related to proposed solutions (pp. 36-43).

The proposed project will leverage state and federal funds from 21st Century Community Learning Centers grant, National School Lunch Program, and Workforce /Adult Basic Education Funding (pp. 43-44).

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 identified specifically how it will use different groups and activities as a part of its needs analysis (pp. 47-49).

The applicant plans to use a variety of types of data collection and a variety of sources of data collection during the planning period (pp. 46-49).

The applicant linked considerations it will use for its segmentation analysis (p. 49).

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 applicant plans to collect a variety of educational, family and community indicators that it will use in the segmentation analysis and program planning (pp. 46-49).

The applicant identified a variety of sources of data collection it will use during the planning period, including focus groups, public forums, interviews, a Community Needs Assessment Survey, student surveys, and participatory photo mapping, (pp. 46-49).

The applicant described specifically how it will use different groups and activities as a part of its needs analysis (pp. 47-49).

The applicant included considerations it will use for its segmentation analysis (p. 49).

The proposed plan for segmentation analysis includes disaggregation of results (p. 49).

The applicant plans to merge existing longitudinal data into a central data-base to identify needs (p. 50).

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: 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:

The applicant stated that at least one-third of the board will be neighborhood residents, low income residents, and public officials who serve the area (p. 56).

The applicant described its experience in working with the targeted community (pp. 57-58).

The applicant provides a description of previous lessons learned and how it plans to build capacity within the community (pp. 57-66).

The applicant has identified staff who will serve on the ACPN Executive Committee, including parents, a

Sub Question

school board member, and a school administrator (pp. 56-57).
The applicant included a diagram illustrating the Promise Neighborhood Management Structure (p. 55).

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 applicant described a comprehensive plan for data collection (pp. 66-68).
The applicant plans to link longitudinal data to other data systems and make it accessible to multiple users (pp. 68-70).
The applicant described how data would be analyzed to guide continuous improvement (pp. 70-71).
The applicant plans to fully document the planning process for accountability (pp. 71-73).

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 provided specific information about each partner 's contribution to the initiative, describing program services and/or financial contribution of each. This is likely to facilitate implementation of the proposed project (pp. 73-76).
The project partners have demonstrated commitment through significant in-kind staff time to attend meetings (pp. 73-76).
The applicant has developed a mission statement for the proposed project, "The Mission of the ACPN initiative is to increase the number of children who complete their education from cradle to college and enter adulthood as productive and active citizens on the community." The applicant described how it will work to align each partner' s vision, mission, and theories of action and change (pp. 76-77).
The applicant described a plan for holding partners accountable for performance through a longitudinal data management system (pp. 77-78).

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 identified several public funding streams it plans to integrate (pp. 78-79).

The applicant provided documentation of in-kind matches from partners (MOUs).

The applicant plans to research and identify additional Federal, State, and local funding sources during the planning period. It will pursue grants, donations, in-kind services, leveraged programs, and more (p. 78).

The applicant plans to leverage funding from Adams County Health and Human Services, Renewal Unlimited, Adult Basic Education Programs, and Career and Technical Education Programs, Youth Services and Basic Skills, Early Head Start and Head Start, Housing Assistance, and Early Childhood Special Education services (pp. 78-79).

Weaknesses:

none

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 applicant proposed a comprehensive plan to improve the quality of existing child care, increase access, and to provide assessment across domains for young children (pp. 80-82).

The applicant's plan for an early childhood network includes developing a comprehensive home visiting program, coordinating programs, setting high standards of quality in early learning programs, comprehensive assessment systems, integrating early learning standards, and increased access to services (pp. 80-82).

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 applicant proposed to enhance arts and humanities through a comprehensive approach that includes dramatics, band, and an environmental project (pp. 82-83).

The components of the arts and humanities program are designed to build literacy skills and provide children and youth opportunities for active involvement in the arts and humanities (pp. 82-83).

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:

Status: Submitted

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

Status: Submitted

Last Updated: 09/21/2012 09:34 AM

Technical Review Coversheet

Applicant: Renewal Unlimited, Inc. (U215P120130)

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	
Competitive Preference Priority 6		
1. CPP 6	1	1
Competitive Preference Priority 7		
1. CPP 7	1	
Sub Total	5	3
Total	105	103

Technical Review Form

Panel #14 - PN Panel - 14: 84.215P

Reader #3: *****

Applicant: Renewal Unlimited, Inc. (U215P120130)

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:

Extensive list of indicators are provided and consistently compared with data from state and national averages. Indicators addressed include poverty level (page 3); education level (page 2); single parent households (page 3); quality of housing (page 3); health factors such as tobacco (page 4, 6), alcohol and substance use (page 5, 6), high cancer rate (page 4), lack of dental, medical care (page 4), obesity, lack of access to health food (page 4), emotional and behavioral disorders, poor mental health (page 8); risky and violent behavior (page 6, 7); high suicide rate (page 9); high child abuse (page 7), teen mothers (page 11); high developmental/disability concerns (page 11); limited quality child care (page 11); academic failure, academic gap for disability students (page 11, 12), Adams-Friendship Elementary School declared a Title 1 Focus School, elementary and middle school did not meet Adequate Yearly Progress (page 13, 14); low academic performance and participation in college placement test (page 13); lack of college/career readiness (page 13, 14). Community expansion and improvement exists and residents commitment to revitalization is demonstrated (page 14). Data referenced to the Choices Survey was completed in 2008 (5 years ago) in grades 6-12 so those students included in the survey should have reached graduation and data may not reflect current conditions

Weaknesses:

No weakness indicated.

Reader's Score: 10

2. Geographic Area Description

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

Strengths:

The area is defined as the county boundaries and identifies the five schools to be serviced. Household information is provided, rural qualifiers, demographics, square mileage, and city populations (page 15). Location of each school would be helpful and more specific description of the proposed area such as by

Sub Question

school districts, city limits or by streets.

Weaknesses:

No weakness indicated.

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:

As part of the accreditation process a strategic plan has been developed and is progressing toward implementation (page 17, 18). Information is provided describing the district s a five year initiative to implement school reform and identifies specific models, interventions and priorities addressing academic achievement, social-emotion needs, career planning, counseling, data based decision making process, extended learning time, curriculum choices and assessments(page 18-23).

Weaknesses:

No weakness indicated.

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:

Table 4 provides a thorough list of solutions, initiatives, partners and assets to prepare children in the neighborhood from cradle to career (page 36-43) Methods to address and eliminate barriers are identified (page 43)

Weaknesses:

No weakness indicated.

Reader's Score: 5

Sub Question

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:

Table 6 identifies existing and new assets and partners to coordinate with the program and the level of support provided (page 73-76). Results and Indicators listed in Table 6 addresses indicators Education and Family and Community Support as identified in the Absolute Priority 1. Extensive support to provide substantial leverage is indicated from many sources including colleges, universities, local business, community organizations that include Federal, State, local and private funding (page 44, 73-76).

Weaknesses:

No weakness indicated.

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:

Local ownership is promoted by development of Five Work Groups incorporating at least 50 community residents to identify needs, and solutions (page 45, 46). The Work Groups will be supported by research specialists to identify research questions and collect useful information to determine needs of the community (page 46). Baseline data to be collected during the needs assessment process will provide comparison information for study (page 47). The research team is identified to provide expertise and assist in the needs assessment survey. Focus groups, Town Hall meetings, Student Surveys, Photo Mapping will provide feedback to determine needs and possible solutions (page 46-48). Specific segmentation analysis information is listed that could be collected for analysis (page 49). Longitudinal data management systems are identified for purpose of analysis. Data storage location is identified (page 50).

Weaknesses:

No weakness indicated.

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

Sub Question

best available evidence including, where available, strong or moderate evidence, and ensure that solutions drive results and lead to changes on indicators.

Strengths:

Use of the Logic Model is identified to make connections between planned work and intended results (page 53-54). Community feedback will be included to identify needs and approval of solutions (page 50, 51). The planning team will be responsible for study of research and evidence base for potential and proposed solutions and policies (page 51). Examples are provided of resources that could be utilized to review the research on evidence based programs (page 51, 52). Scaling up information is provided for effective pilot programs (page 52)

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.

Strengths:

An organizational chart is illustrated to indicate structure of the planning group and information is provided of the Executive Committee members and their expertise (page 55). At least one-third of board members are to be residents in order to provide neighborhood involvement (page 56). History, experience, awards and lessons learned by the applicant in providing services to area of is illustrated thoroughly (page 57-61).

Weaknesses:

No weakness indicated.

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.

Sub Question

Strengths:

Planning and research specialists are indicated to designing, developing, management, evaluation and analysis of data. Research team members experience and responsibilities are provided (page 63). A longitudinal data management system is identified to be developed using the Promise Scorecard software in order to grow capacity and produce measurable results (page 67). Promise Scorecard provides the ability for data to be imported from multiple databases in order to gather and develop a central collective data warehouse which can provide an accurate picture on need, indicators and resource to drive decision making (page 67, 68). Use of rapid time data during planning and implementation is described and how it will be utilized (page 70, 71).

Weaknesses:

No weakness indicated.

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:

Work Group leaders are identified as graduate research students. Work Group chairs are identified and are stakeholders from the county who have leadership, management and collaboration capacity (page 64, 65). Five Work Groups are provided and member are listed according to their knowledge and experience (page 65). Training and retreat events are planned to build capacity to provide vision and mission of the initiative (page 65, 66). An implementation plan is provided and indicates the activity, timeline and person responsible to determine accountability (page 71). Software program management features allows documentation in order to monitor and provide lessons learned and best practices (page 72). Partnerships and responsibilities are documented in chart (Table 6) and supported in MOU (page 73,-76). Logic Model is documented as program theory (page 77). Theory of Change is based on local wisdom of Aldo Leopold and Theory of Action identifies Greenhouse for the Mind approach to support outcomes. Signatures are provided to MOU (Appendix C page 6-8).

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:

An organizational chart is illustrated to indicate structure of the planning group (page 55). Roles and responsibilities are specifically addressed in the MOU with accountability supervised by Project Director, Executive Committee and applicant. Promise Scorecard software will document contributions of services provided (page 78). Multiple partners have committed in kind services from a variety of funding sources to support the program including Federal, State, local and private funds (page 78).

Sub Question

Weaknesses:

No weakness indicated.

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:

A plan is identified to improve and expand early childhood services by meeting quarterly to evaluate family needs and coordinate services (page 80). Quality Rating and Improvement System, Teaching Strategies Gold, Creative Curriculum, Individual Growth Indicators Scale, Aims Web, NWEA-MAP, Early Learning Standards would be implemented to support early childhood, K-12, educational experiences and lifelong learning (page 79-81). Expansion of services are identified by providing transportation, offering support groups, expansion of family planning services, breastfeeding support and learning opportunities through public television, internet, face to face, in the home and more to be fully accessible to individuals with disabilities (page 81-82) . A lead researcher was designated to be responsible for management of the early learning initiatives (page 82)

Weaknesses:

No weakness indicated.

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:

Access to a Free Little Library provides dramatic instruction at the Community Theater; ecological education curriculum during summer school/after school programs; building a new Greenhouse research laboratory from private donation; advance music education through interactive technology; enhancing literacy skills to improve post-secondary success; increased offerings of humanities courses; renovate library to provide extended learning center after school hours; providing technology for music and video production; identify resources and partnerships to offer arts and humanities access to youth based on needs, interest and resources (page 82-84)

Weaknesses:

No weakness indicated.

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: 09/21/2012 09:34 AM