

Status: Submitted

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## Technical Review Coversheet

**Applicant:** South Bay Community Services (U215N120024)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Selection Criteria 1	15	15
<b>Quality of Project Design</b>		
1. Selection Criteria 2	25	25
<b>Quality of Project Services</b>		
1. Selection Criteria 3	15	15
<b>Quality of the Management Plan</b>		
1. Selection Criteria 4	45	44
<b>Sub Total</b>	100	99
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Comprehensive Local Early Learning Network</b>		
1. CPP 4	2	2
<b>Sub Total</b>	2	2
<b>Competitive Preference Priority</b>		
<b>Quality Internet Connectivity</b>		
1. CPP 5	1	0
<b>Arts and Humanities</b>		
1. CPP 6	1	1
<b>Quality Affordable Housing</b>		
1. CPP 7	1	0
<b>Sub Total</b>	3	1
<b>Total</b>	105	102

# Technical Review Form

Panel #18 - Implementation Panel - 18: 84.215N

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

Applicant: South Bay Community Services (U215N120024)

## 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. 1a. 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 application presents clear and compelling data to describe the problems to be addressed. The application uses socioeconomic data from the US Census American Community Survey, California School Accountability Report Card, and a locally administered door to door survey to substantiate community and student needs. For example, the application includes a table that compares rates of poverty for the target community to county and state level data; as well as a graph that compares the number of English Language Learners in each of the target schools. The application also includes a segmentation analysis that illustrates the achievement gap on standardized tests in English Language Arts in schools with higher risk groups of low-income, English Language Learner students. The need statement also describes the unique challenges to the immigrant population that this project is designed to serve. For example, the application describes a community culture in which individuals fear deportation, which makes families reluctant to access support services and be actively engaged in school. (Pages e24, e26, e27)

#### **Weaknesses:**

None noted.

Reader's Score: 10

##### 2. 1b. Geographic Area Description

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

#### **Strengths:**

The geographic area is clearly described as the Castle Park neighborhood on the West side of Chula Vista in San Diego, California. The application includes a description of the neighborhood boundaries and states that the neighborhood covers 33 census tracts. The inclusion of a map that shows where schools are located along with the total population of the neighborhood, 6,744 people, make the size of the community and scope of the proposed project very clear. (Pages e29-e32)

Sub Question

**Weaknesses:**

None noted.

Reader's Score: 5

**Selection Criteria - Quality of Project Design**

- 1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers:**

Reader's Score: 25

Sub Question

- 1. 2a. Comprehensive Strategy and Solutions**

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

**Strengths:**

The application describes a continuum of solutions that is aligned with a rigorous school improvement strategy. The applicant has successfully worked with schools in the target neighborhood to create and implement a school reform model called the Granger Turnaround Model. The application includes a detailed description of the model as well as results from schools in the neighborhood that have successfully implemented the model over the past eight years. The application includes detailed descriptions of math and literacy interventions that support school improvement. For example, math tutoring will be provided for grades K-3, Academic Advocates will support math and literacy instruction for middle school and high school students, and Achieve 3000 will serve students grades 4-12. There are sufficient strategies to address the identified academic needs of students in the target population. (Pages e47, e232, e239, e243)

**Weaknesses:**

None noted.

Reader's Score: 10

- 2. 2b. Implementation Plan**

**The extent to which the applicant describes an implementation 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, and that will significantly increase the proportion of students in the neighborhood that are served by the complete continuum to reach scale over time.**

**Strengths:**

The application includes a logic model and table with indicators that lists specific solutions that will be implemented for each age range in the continuum at each school to support school improvement. For example, Escuelita del Futuro will be a component of the early learning network with a focus on English Language Learners ages 3-5, before and after school programs will provide tutoring at the elementary school, Academic Advocates will support the highest-need students in grades 7-12, and computer literacy classes will be provided to support college and career readiness. All of the solutions described address an identified need in the community and support specific school improvement strategies. The application describes a process of working with schools in the neighborhood that supports their ability

**Sub Question**

to reach scale over time. The applicant has worked with a school district principal to successfully implement the continuum of solutions in three schools and will now work to do the same in the remaining schools in the neighborhood. The consistent leadership team that is helping each school implement the solutions should allow the project to reach scale over time. (Pages e52, e61-e63)

**Weaknesses:**

None noted.

**Reader's Score: 5**

**3. 2c. Identification of Existing Neighborhood Assets**

**The extent to which the applicant identifies existing neighborhood assets and programs supported by Federal, State, local, and private funds that will be used to implement a continuum of solutions.**

**Strengths:**

The application includes letters of support and an MOU signed by all community partners that describes the existing neighborhood assets and programs that will be used to implement the continuum of solutions. For example, A Reason to Survive will provide arts programming supported by private funds valued at [REDACTED] and the City of Chula Vista will provide an in-kind match of [REDACTED] to support social services in the Castle Park neighborhood. Moreover, the applicant will leverage its own services, all funded by sources of funding other than the US Department of Education, to saturate the target community with support programs. This will include homeless prevention services; family self-sufficiency services; comprehensive domestic violence and child abuse prevention and intervention; youth development; and mental health services. All of the described services address a need identified in the community needs assessment. (Pages e65, e174, e175)

**Weaknesses:**

None noted.

**Reader's Score: 5**

**4. 2d. Implementation Plan for Absolute Priority 1**

**The extent to which the applicant describes its implementation plan, including clear, annual goals for improving systems and leveraging resources as described in paragraph (2) of Absolute Priority 1.**

**Strengths:**

The application includes a table that outlines the implementation project structure. The implementation plan calls for seven committees, most meeting monthly or more, with specific responsibilities that support project implementation. For example, the Data Team will manage the Efforts to Outcomes database to monitor key indicators and analyze data to share reports with the other committees. The Core Management team will review data to track the achievement of milestones and hold partners accountable for results. The annual goals for improving systems align with the work described in the implementation plan. For example, the applicant will develop a universal screening tool to be used by all partners to screen for family and individual risk factors, in order to refer to appropriate programs and services. Partner providers will enter this data into the Efforts to Outcomes database. (Pages e67-e69)

**Weaknesses:**

None noted.

**Reader's Score: 5**

## Selection Criteria - Quality of Project Services

1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the project services, the Secretary considers:

Reader's Score: 15

### Sub Question

#### 1. 3a. Needs Assessment and Segmentation Analysis

**The extent to which the applicant describes how the needs assessment and segmentation analysis, including identifying and describing indicators, were used to determine each solution within the continuum.**

##### **Strengths:**

The application describes the sources of data and information that were used to complete the needs assessment and segmentation analysis. For example, data was collected from door to door surveys, focus groups, surveys, and secondary data from multiple sources, including the Center for Disease Control and Prevention. The segmentation analysis was used to identify three subgroups, high, medium, and low risk, and solutions were selected to address specific needs and gaps for each subgroup. There is a clear link between each solution described and the identified community need. For example, the application includes a table in the appendix that describes a solution called the Promotora Model. This solution will serve the entire age range in the continuum of solutions and will address all identified needs and indicators, as it is integrated into the service delivery model as a resource for community members who are English Language Learners. The bilingual, bicultural Promotoras program will educate parents on how to access the benefits and other community resources available through this project. (Pages e71-e73, e217)

##### **Weaknesses:**

None noted.

Reader's Score: 5

#### 2. 3b. Evidence-Based Solutions

**The extent to which the applicant documents that proposed solutions are based on the best available evidence including, where available, strong or moderate evidence.**

##### **Strengths:**

The application describes an extensive track record of using evidence-based solutions and lists the specific proposed solutions that are evidence-based. For example, the early learning solutions will use the Ages & Stages Questionnaire, Hanen Early Language Program, and the Hawaii Early Learning Profile (HELP) curriculum. Appendix F also lists the level of evidence for each proposed solution. For example, the Academic Advocate program is based on moderate evidence as described by researchers Croninger and Lee; Campbell and Nutt; and Blum and Libbey. (Pages e76, e240-e241)

##### **Weaknesses:**

None noted.

Reader's Score: 5

#### 3. 3c. Description of Annual Goals

**Sub Question**

**The extent to which the applicant describes clear, annual goals for improvement on indicators.**

**Strengths:**

The application includes a table that clearly lists annual goals for improvement with specific educational and family and community indicators. For example, the annual goal for educational indicator 1, children birth to kindergarten with a medical home, is 75% in 2013 and 2014; 77% in 2015 and 2016; and 80% in 2017. All of the annual goals support a progressive improvement each year for every indicator. (Pages e77-e79)

**Weaknesses:**

None noted.

**Reader's Score: 5**

**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. 4a. Ability to Work with Neighborhood Residents**

**Experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in working with the neighborhood and its residents; the schools described in paragraph (2)(b) of Absolute Priority 1; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.**

**Strengths:**

The application includes a table that summarizes the applicant's experience in working with each of the target groups. For example, the applicant describes more than 40 years of experience working with the two target school districts and local residents and indicates that hundreds of residents participated in the planning phase of this project. The applicant also completed an organizational assessment to determine the capacity building needs of the management team and received a leadership score of 245 on a scale of 1-300. Based on the assessment, no weaknesses were identified. The application described a lesson learned during the planning phase, in which it became evident that someone would need to be responsible for fostering partner accountability. Therefore, the Associate Director, the contract compliance team, and the program manager will be responsible for managing all partnerships with service providers. The applicant has extensive experience working with residents, target schools, government leaders, and service providers. (Pages e79, e82, e87)

**Weaknesses:**

None noted.

**Reader's Score: 10**

**2. 4b. Ability to Utilize Data**

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

#### Sub Question

**and project director in collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability, including whether the applicant has a plan to build, adapt, or expand a longitudinal data system that integrates student-level data from multiple sources in order to measure progress while abiding by privacy laws and requirements.**

#### **Strengths:**

The application describes extensive and relevant experience with collecting, analyzing, and using data. For example, the applicant has used the Efforts to Outcomes data management system for four years and participates in a statewide participant tracking system. The use of both of these systems provided experience in collecting and analyzing demographic data, participant outcomes, pre- and post- service interviews, and educational attainment. The applicant's described experience of using data to analyze program progress and make informed decisions about service delivery, supports the applicant's ability to manage data for this project for the purpose of decision-making, learning, continuous improvement, and accountability. (Page e89)

To build the capacity of the management team and project director to manage and use data, the applicant will hire an experienced data manager to oversee all gathering, managing, and sharing of data. The addition of this position makes sense for the scope of the project and the amount of data that will need to be managed and shared among project partners. The application includes a job description that specifies the desired qualifications and experience necessary for this position. For example, the data manager must have a statistical degree and experience with Efforts to Outcomes is preferred. Adding a staff person with these qualifications should increase the capacity of the management team to manage and use project data. (Page e90)

The application describes a thorough plan to expand a longitudinal data system with different levels of access for the management team, project director, and project partners. The MOU describes each partner's commitment to gather and share data, participate in analysis and interpretation of the data, use data for continuous improvement and partner accountability, and work with the National Evaluator. For example, when a partner enters client information into the Efforts to Outcomes database, they will be able to see that the client accessed services from another provider, but will not be able to see the exact services provided. This is just one example of the privacy controls built into the data sharing system. The application also includes lessons learned that have informed their work. For example, they learned that each partner must identify a single person who is responsible for gathering data and inputting into the database. (Pages e92, e94, e114)

#### **Weaknesses:**

None noted.

**Reader's Score: 15**

### **3. 4c. Ability to Create Partnerships**

**Experience, lessons learned, and proposal to build capacity of the 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 application describes a plan to build capacity through collective learning. For example, the applicant will bring together diverse partners and practitioners who have agreed to work together to solve problems and improve practices so that the project succeeds. The intentional linkage between learning and performance will build the capacity of the management team as well as the partner organizations to support community and systems changes over time. Leveraging the shared knowledge and practice of the entire partnership network is a good strategy for building capacity related to sustaining effective formal and informal partnerships. (Page e99)

The application describes extensive experience in creating formal and informal partnerships. For

**Sub Question**

example, the applicant leads Healthy Development Services, a partnership with hospitals, clinics, and other specialists to provide services for parents and children. The application describes an accountability structure that includes eight key staff members and committees. The management team will meet monthly to monitor services, adjust services to meet current needs, address and resolve challenges, and evaluate the progress and effectiveness of the collaboration to ensure that project implementation is on time and within budget. The application describes the Theory of Change in the MOU and narrative as a No Wrong Door Approach in which families have multiple opportunities to access resources. The leadership team includes a Theorist of Change who will work with all partners to ensure that programs are being implemented with fidelity. (Pages e95, e97, e168)

**Weaknesses:**

The application does not specifically address lessons learned related to the creation of formal and informal partnerships. For example, the applicant cites 41 years of experience establishing collaborative partnerships, but does not provide an example of a lesson learned that might inform their approach to this project. (Page e94)

**Reader's Score: 9**

**4. 4d. Ability to Integrate Funding Streams**

**Experience, lessons learned, and proposal to build capacity of the applicant's mangement 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 application describes lessons learned from practical application of their fundraising strategy. For example, the applicant examines its structure and process for fundraising to ensure alignment with mission and organizational ideals. This process has taught the applicant how to ensure that their core values and purpose remained fixed, while adapting their business strategies and practices to meet emerging needs. This is an important lesson for an agency this size to remain fiscally viable without experiencing mission drift. (Page e99-e100)

The application also indicates that the organization already has sufficient capacity to integrate funding streams based on an organizational assessment using the TCC Group's online Core Capacity Assessment Tool. The applicant scored 297 out of 300 points in the financial management category. Additionally, the collaborative partners have committed to assist with fundraising efforts, which will also increase the capacity of the management team to integrate diverse funding streams into the project.

The application describes the extensive experience of the management team in securing public and private funding sources. The application also includes a list of high-quality programs that will be integrated into the continuum of solutions along with a description of the source of funding for those programs. For example, Children s Mental Health programs, valued at [REDACTED] per year from the County of San Diego, will be integrated into the continuum of solutions. (Page e101)

**Weaknesses:**

None noted.

**Reader's Score: 10**

**Priority Questions**

**Competitive Preference Priority - Comprehensive Local Early Learning Network**

- 1. To meet this priority, an applicant must include a plan that proposes to expand, enhance, or modify an existing network of early learning programs and services to ensure that they are high-quality and comprehensive for children from birth through the third grade.**

**Strengths:**

The application includes a detailed strategy for how early learning programs and services will be enhanced and expanded. The five key components of the Early Learning Network are (1) Newborn Home Visits, (2) Universidad de Padres, (3) Expanded and Enhanced Early Learning Options, (4) Transition to Kindergarten, and (5) K-3 Student Services. The application includes annual goals, indicators and evidence-based programs to support each component along with an explanation of how each solution directly addresses an assessed community need. (Pages e38-e46)

**Weaknesses:**

None noted.

**Reader's Score: 2**

**Competitive Preference Priority - Quality Internet Connectivity**

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

**Strengths:**

Not addressed.

**Weaknesses:**

Not addressed.

**Reader's Score: 0**

**Competitive Preference Priority - Arts and Humanities**

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

**Strengths:**

The application describes the Castle Park Elementary In-School Music Program as a strategy in the continuum of solutions to address an existing gap in arts education. The focus of the program will be to introduce elementary school students to music education so that they are better prepared to take advantage of music programs in middle school and high school. The application describes how the program will address identified student needs, the evidence supporting the program, and the plan to scale up over five years. (Pages e230-e232)

**Weaknesses:**

None noted.

**Reader's Score: 1**

## Competitive Preference Priority - Quality Affordable Housing

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

**Strengths:**

Not addressed.

**Weaknesses:**

Not addressed.

**Reader's Score:**     **0**

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**Status:**           Submitted

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Status: Submitted

Last Updated: 10/24/2012 11:20 AM

## Technical Review Coversheet

Applicant: South Bay Community Services (U215N120024)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Selection Criteria 1	15	14
<b>Quality of Project Design</b>		
1. Selection Criteria 2	25	23
<b>Quality of Project Services</b>		
1. Selection Criteria 3	15	15
<b>Quality of the Management Plan</b>		
1. Selection Criteria 4	45	44
<b>Sub Total</b>	100	96
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Comprehensive Local Early Learning Network</b>		
1. CPP 4	2	2
<b>Sub Total</b>	2	2
<b>Competitive Preference Priority</b>		
<b>Quality Internet Connectivity</b>		
1. CPP 5	1	0
<b>Arts and Humanities</b>		
1. CPP 6	1	1
<b>Quality Affordable Housing</b>		
1. CPP 7	1	0
<b>Sub Total</b>	3	1
<b>Total</b>	105	99

# Technical Review Form

Panel #18 - Implementation Panel - 18: 84.215N

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

Applicant: South Bay Community Services (U215N120024)

## 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. 1a. 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 application includes a detailed description of its needs assessment and segmentation analysis conducted by SANDAG. The segmentation analysis utilized a door to door survey as an effective method of determining community needs. The graphic on page e24 was particularly helpful to understand the SES in the area, as it indicates that neighborhood residents are more likely to be poor and unemployed than others in the state. There is a low rate of home ownership and a high rate of residents who are financially distressed, as evidenced by the number of children accessing free and reduced lunch. A majority of students do not eat enough fruits and vegetables, and the rate of obesity is also high (p. e24). The need for the focus on English Language Learners is based on the finding that many residents speak Spanish as their home language (p. e25). As two-thirds of young children do not attend preschool, early childhood education is a necessary intervention (p. e29). The inclusion of the expansive Appendix G (Data Components) demonstrated the reflection that went into the proposal.

#### Weaknesses:

The description of those who speak English "less than well" (p. e26) was confusing without the context of the study, given much later on page e318. There also was a discrepancy in the percent of Latinos in the area that should be explained. Census data indicated 71% of residents are Latinos (p. e25), but the needs survey indicates a rate closer to 87% (p.e321). This was perhaps due to the fear or "distrust of institutions and government" (p. e26), but the applicant should make explicit the basis for the discrepancy.

Reader's Score: 9

##### 2. 1b. Geographic Area Description

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

#### Strengths:

The application describes Castle Park in detail, including its proximity to Mexico, which allows the reviewer to put other demographics in context. Many residents speak Spanish as their primary language,

**Sub Question**

and almost half are foreign born, which shows the impact of proximity to the border (p. e25). The applicant describes the residents as mostly immigrants who are economically disadvantaged. The total population is 6744, who live in 33 Census blocks. The school districts in the area are described, along with their feeder patterns (p. e30). Families in the target area are twice as likely to be below the poverty rate as other county residents (p. e24). The neighborhood in Chula Vista is delineated by major streets as well as by school zones, which allows one to determine how close residents live to other city services. A map is included on page e31.

**Weaknesses:**

None found.

**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: 23**

**Sub Question**

**1. 2a. Comprehensive Strategy and Solutions**

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

**Strengths:**

The proposal focuses on reading scores based on its needs assessment and school data. The chart of school data on page e 32 is helpful to paint a portrait of each school, and provides evidence that reading and math interventions are necessary. The proposal has a range of interventions in mathematics, including grades 3-8 (p. e289), middle school tutoring (p. e253), and high school SAT preparation (p. e259). A continuum of solutions is given in charts that help summarize program scope (pages e33-36), with additional descriptions in Appendix F that illustrate the rigor and comprehensive nature of the reading and literacy program. Programs will target children and parents of young children to provide for transition to kindergarten, focus on tutoring elementary children, and work with teachers of older children. The Granger Turnaround Model, described in detail, is used to improve instruction (p. e34).

**Weaknesses:**

While mathematics achievement is targeted in three different grade bands, high school math scores are the lowest of all scores in Table 2 at 25% proficiency (p. e32). A direct intervention is needed in this area.

**Reader's Score: 9**

**2. 2b. Implementation Plan**

**The extent to which the applicant describes an implementation 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, and that will significantly increase the proportion of students in the neighborhood that are served by the complete continuum to reach scale over time.**

## Sub Question

### Strengths:

Appendix F gives a detailed description of each activity designed to meet needs across the continuum (pp. e216-298). Included in easy-to-read tables are goals, number served, penetration rate, community supports, costs, and funding sources. For example, the Newborn Home Visitation program will use promotoras to serve 800 children in the first year, representing a penetration rate of 40% at a cost of [REDACTED] per child paid out of Promise Neighborhood funds, with the goal in the fifth year to reach 90% of newborns. There are activities for each age, including English language mastery, which is one of the major identified goals. Instead of gaps, the proposal includes bridge activities to address transition periods in preschool to grade 12. High levels of supports are provided to families and preschoolers. Programs will target children and parents of young children (Bilingual promotoras, Universidad de padres, escuela del futuro), transition to kindergarten, and elementary children (music program, tutoring) which provide a continuum without gaps from birth to elementary school. Software and the Literacy Café will continue to provide reading support for learners in middle school and high school. The proposal also includes elements to prepare students for college, such as the Test Prep and Academic Advocates programs. Each of these interventions is consistent with the school Granger Turnaround Plan, and the school principal who has shown success in this area will be responsible for scaling up this intervention (p. e52).

### Weaknesses:

None found.

Reader's Score: 5

## 3. 2c. Identification of Existing Neighborhood Assets

**The extent to which the applicant identifies existing neighborhood assets and programs supported by Federal, State, local, and private funds that will be used to implement a continuum of solutions.**

### Strengths:

The proposal includes many letters of support, in addition to sections of the budget narrative describing local funds and in-kind donations. Private (e.g. A Reason to Survive) and public (e.g. City of Chula Vista) funds are included (p. e178). National and local donors are included, as evidenced by the inclusion of Wells Fargo, San Diego Padres, and the San Diego Film Festival. Table 4 illustrates how programs will affect education and community (p.e62). SBCS has a long history in the area and will be able to tap in to its extensive list of contacts to leverage local assets. The summary of aspects of community support (page e102) demonstrated the breath and level of local support for the proposal.

### Weaknesses:

No evidence is given that existing programs leveraged by the applicant are supported by state or federal funds. All of the partner programs are locally or privately funded (p. e178).

Reader's Score: 4

## 4. 2d. Implementation Plan for Absolute Priority 1

**The extent to which the applicant describes its implementation plan, including clear, annual goals for improving systems and leveraging resources as described in paragraph (2) of Absolute Priority 1.**

### Strengths:

The applicant includes goals as part of its implementation project structure (p. e67) to improve the project over time. The project team will meet monthly, with membership, roles and responsibilities, and meeting frequency spelled out in Table 5 (p. e67). It will use the feedback provided from its database system to monitor and improve intervention practices (p. e77). It will leverage resources by using a universal screening tool for all partners (p. e69). Table 6 includes clear goals that increase over time, such as 45% of students will be at or above grade level according to state math assessments, increasing to 80% by 2017 (p. e78). The resources of the City of Chula Vista will be leveraged to improve the

**Sub Question**

quality of life (e.g., parks and recreation) during the life of the grant (p. e69).

**Weaknesses:**

None found.

**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: 15**

**Sub Question**

**1. 3a. Needs Assessment and Segmentation Analysis**

**The extent to which the applicant describes how the needs assessment and segmentation analysis, including identifying and describing indicators, were used to determine each solution within the continuum.**

**Strengths:**

The needs assessment and segmentation analysis are described in great detail, and included door to door surveys, focus groups, and surveys (p. e71). The applicant has used the analysis process to determine local needs, create solutions, and establish an evaluation process. For example, the use of bilingual assistance and use of terms in Spanish shows the response to the need for cultural sensitivity that was identified in the analysis, and applies particularly to the early childhood interventions in the plan (p. e72). The graphic on page e61 shows how the different sections of the continuum fit together, and provides for a bridge at each transition to avoid gaps, a need that was identified in the needs assessment process. The process of how the segmentation analysis was conducted is described in Appendix G, including the assignment of relative risk to each indicator (p. e300).

**Weaknesses:**

None found.

**Reader's Score: 5**

**2. 3b. Evidence-Based Solutions**

**The extent to which the applicant documents that proposed solutions are based on the best available evidence including, where available, strong or moderate evidence.**

**Strengths:**

The applicant includes information on the Granger Turnaround Model, a research-based approach to turning around persistently low performing schools (p. e34). The applicant has also demonstrated its willingness to seek strong evidence for its decisions, by using triangulation of data sources in its needs analysis. SANDAG and a national evaluator will assist in the evaluation of data collected in the on-going project. In addition, UC Davis and UC San Diego will evaluate portions of the project to uncover evidence of effectiveness. The level of evidence for each intervention is also given in Appendix F. For example, the science Fab Lab intervention for improving STEM engagement and achievement has strong evidence for its effectiveness, and citations are provided (pp. e261-262).

Sub Question

**Weaknesses:**

None found.

**Reader's Score: 5**

**3. 3c. Description of Annual Goals**

**The extent to which the applicant describes clear, annual goals for improvement on indicators.**

**Strengths:**

Table 6 includes annual goals for each indicator (p. e78). These increase annually throughout the lifespan of the grant. For example, the high school graduation rate target is 75% for 2013 and increases to 85% by 2017 (p. e78). The goals include educational indicators, which are related to student attendance, graduation, and test scores as well as family and community indicators, which deal with nutrition, exercise, and safety. The indicators are also tied to the improvement process, so that not just individuals but project partners and systems will improve. The applicant has anticipated how the ETO software will track each of these goals to constantly monitor them (p. e69).

**Weaknesses:**

None found.

**Reader's Score: 5**

**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. 4a. Ability to Work with Neighborhood Residents**

**Experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in working with the neighborhood and its residents; the schools described in paragraph (2)(b) of Absolute Priority 1; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.**

**Strengths:**

The management team is described in detail, and demonstrates experience working with community, local and state leaders. The Board is composed of South Bay residents, and one-third are from families with low income (p. e81). An example of a lesson learned in working with the community is the team learned to include teachers and students in plans to change systems so that the systems will succeed in changing (p. e92). The management team and project director participated in the Core Capacity Assessment Tool in order to measure capacity (p. e82). The resumes and job descriptions help the reviewer see the skill sets of the key personnel. The chart on page e62 illustrates the important roles that the schools play in the project as well as how their portion of the project integrates with family and community activities. The applicant has 40 years of experience working with the local schools (p. e79). Letters of support are given from local, state, and federal leaders (p. e80).

## Sub Question

### Weaknesses:

None found.

Reader's Score: 10

## 2. 4b. Ability to Utilize Data

**Experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability, including whether the applicant has a plan to build, adapt, or expand a longitudinal data system that integrates student-level data from multiple sources in order to measure progress while abiding by privacy laws and requirements.**

### Strengths:

The roles and responsibilities section (p. e67) is helpful in describing the decision-making process of the management team. The project director will build on experiences gained from the planning grant (p. e71) and the director as well as the team have four years of experience using ETO software. In addition, the SBCS quality assurance department will increase the capacity of the management team to analyze data for program improvement (p. e89). The gathering of baseline data and the extensive needs assessment show the dedication of the team to using data for decision-making. The expanded use of the ETO software will provide a mechanism to collect and analyze information for data-based decision making. ETO will integrate data from multiple sources. The team will hire a data manager with a background in statistics in order to increase the capacity of the team to use data (pp. e90-91). A lesson learned during the plan design was to appoint one person responsible for gathering data into the database (p. e92). The unified MOU is additional evidence that the applicant is focused on accountability for each and all partners. Privacy concerns are addressed so that shared information is limited; usage of services by residents will be monitored but specific services accessed will not be noted (p. e92).

### Weaknesses:

None found.

Reader's Score: 15

## 3. 4c. Ability to Create Partnerships

**Experience, lessons learned, and proposal to build capacity of the 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 project director and the applicant have extensive experience and support in the local community, as evidenced by letters of support. The application includes a single MOU which signals that each party is aware of the activities of all and this will increase accountability. The applicant has developed a theory of change that has buy-in of all project partners (p. e60), and is committed to a comprehensive plan to nurture the health and well-being of the neighborhood. The partners plan to build capacity at the individual and organizational level to enhance community partnerships (p. e99). SBCS has a long history of creating collaboration in the community for a variety of projects. It has served as lead on new projects, such as the Healthy Development Services, in which hospitals, clinics and specials collaborate to provide parenting and health services to young children (p. e95).

**Sub Question**

**Weaknesses:**

Although the applicant has worked in the area for 40 years (p. e94), no lessons learned are mentioned in the application that relate to partnerships.

**Reader's Score: 9**

**4. 4d. Ability to Integrate Funding Streams**

**Experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in integrating funding streams from multiple public and private sources, including its proposal to leverage and integrate high-quality programs in the neighborhood into the continuum of solutions.**

**Strengths:**

The management team has extensive experience in working with the local community in integrating multiple funding sources. The graphic on page e83 serves to illustrate how the management team will leverage the programs across the continuum of solutions. Private and public local funding sources are included in the funding stream (p. e102) and these are integrated into the budget narrative (p. e381). Examples of sources include the United Way, school districts, and the City of Chula Vista. Lessons learned include how to be successful at fund-raising while staying the course in the mission, and balancing modernization with preservation of ideals (p. e100). Capacity to integrate funding was measured by the Core Capacity Assessment Tool, but capacity of the team will be increased by key personnel such as accountants and grant writers (pp. 100-101).

**Weaknesses:**

None found.

**Reader's Score: 10**

**Priority Questions**

**Competitive Preference Priority - Comprehensive Local Early Learning Network**

- 1. To meet this priority, an applicant must include a plan that proposes to expand, enhance, or modify an existing network of early learning programs and services to ensure that they are high-quality and comprehensive for children from birth through the third grade.**

**Strengths:**

The application contains several activities for young children. Included are interventions for newborns, parents, and transition to kindergarten. Each of these is described with sufficient detail to determine that they are comprehensive and are of high-quality. They include the newborn home visiting program, escuelita del futuro, universidad de padres, and transition to kindergarten. Plan goals are related to the early childhood interventions, such as minutes of exercise, nutrition, and minutes of reading (p. e78). For example, the number of parents who read frequently to their children will increase from 55% to 75% by 2017, a goal directly related to kindergarten readiness. The early learning network will be expanded by the use of bilingual promotoras who will assist parents in accessing support services (p. e38).

**Weaknesses:**

None found.

**Reader's Score: 2**

**Competitive Preference Priority - Quality Internet Connectivity**

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

**Strengths:**

Not addressed.

**Weaknesses:**

Not addressed.

**Reader's Score: 0**

**Competitive Preference Priority - Arts and Humanities**

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

**Strengths:**

The application includes several activities related to the arts such as VAPA, and A Reason to Survive. This will reach children in eight-12th grades. There will be a music education program for grades one to six (p. e230). Children will have an opportunity to continue to participate in music in the general community (Community Opus Project Orchestra). The school music program includes plans to scale up over the life of the grant to reach all grades at Castle Park (p. e231).

**Weaknesses:**

None found.

**Reader's Score: 1**

**Competitive Preference Priority - Quality Affordable Housing**

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

**Strengths:**

Not addressed.

**Weaknesses:**

Not addressed.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 10/24/2012 11:20 AM



Status: Submitted

Last Updated: 11/08/2012 02:07 PM

## Technical Review Coversheet

Applicant: South Bay Community Services (U215N120024)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Selection Criteria 1	15	15
<b>Quality of Project Design</b>		
1. Selection Criteria 2	25	25
<b>Quality of Project Services</b>		
1. Selection Criteria 3	15	15
<b>Quality of the Management Plan</b>		
1. Selection Criteria 4	45	44
<b>Sub Total</b>	100	99
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Comprehensive Local Early Learning Network</b>		
1. CPP 4	2	2
<b>Sub Total</b>	2	2
<b>Competitive Preference Priority</b>		
<b>Quality Internet Connectivity</b>		
1. CPP 5	1	0
<b>Arts and Humanities</b>		
1. CPP 6	1	0
<b>Quality Affordable Housing</b>		
1. CPP 7	1	0
<b>Sub Total</b>	3	0
<b>Total</b>	105	101

# Technical Review Form

Panel #18 - Implementation Panel - 18: 84.215N

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

Applicant: South Bay Community Services (U215N120024)

## 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. 1a. 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:

Census data gathered from door-to-door survey strongly support a need for the project. According to data gathered, 68% of the residents do not own their own home, approximately two-thirds or 62% receive some type of financial assistance, about 61% or 6 out of 10 children qualify for publicly funded health insurance, and approximately 68% of the children in the target area qualify for the free lunch program (p. 3).

To further support a need for the project, from door-to-door survey data collected, there is a large gap in early learning preparation of young children (0 to 5 years). Approximately 62% or two-thirds of pre-kindergarten age children do not attend full or part-time preschool (p. 8).

#### Weaknesses:

No weakness found

Reader's Score: 10

##### 2. 1b. Geographic Area Description

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

#### Strengths:

The geographical location for the project is clearly described by the applicant. Castle Park Elementary School, located in Chula Vista's impoverished west side, is one of the persistently low-performing schools in the area. (p. 8)

The applicant presents a clear picture of the two school districts in the city of Chula Vista. Chula Vista Elementary School District and Sweetwater Union High School District. Profiles of District schools, grades served and options are clearly described via narrative and a map of target area. For example For middle school grades 7&8, there are two options. Children who live north of Oxford Street attend Hilltop

**Sub Question**

Middle School, and those who live south of Oxford Street attend Castle Park Middle School. Those two middle schools feed into Hilltop High and Castle Park High respectively, both serving grades 9-12 (p. 8-9).

**Weaknesses:**

No weakness found

**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: 25**

**Sub Question**

**1. 2a. Comprehensive Strategy and Solutions**

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

**Strengths:**

The applicant has delineated an intensive planning of activities and services resulting from a needs assessment, extensive analysis of data, recruitment of multiple service providers from various sectors as well as results from several planning meetings (p. 12). As a result of planned activities, solutions will greatly benefit children throughout the pipeline (p. 12).

The applicant has described in detail academic solutions proposed for the academic intervention mode which consist of the following age appropriate components 1) Early Learning Network, Birth 3rd Grade, 2) Elementary School Grades 4-6 and Middle Schools Grades 7-8, 3) High School Grades 9-12, 4) College & Career Readiness, and 5) Family Engagement in Learning. For example, each solution is described according to indicator(s) impacted, program/service description, target population, how identified need is addressed, and funding source for each solution (Appendix 217).

**Weaknesses:**

No weakness found

**Reader's Score: 10**

**2. 2b. Implementation Plan**

**The extent to which the applicant describes an implementation 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, and that will significantly increase the proportion of students in the neighborhood that are served by the complete continuum to reach scale over time.**

## Sub Question

### Strengths:

Appendix F provides information on the scale-up plans for each of solution in the continuum. Children who attend target schools but do not live directly in the neighborhood will also benefit greatly from the continuum of solutions, such as the increase emphasis on early academics and school readiness in preschools and daycare center due to the professional development services, as well as the comprehensive, school-wide turnaround efforts that will be implemented at the elementary and middle schools (p. e216).

The applicant describes a comprehensive education reform guided by an understanding of the importance of social and emotional learning, a focus on developing 21st century skills, and wraparound family support, which will increase academic achievement, strengthen families, and invigorate the community by focusing on four core anchors of transformation, which are clearly described. For example, the applicant proposes to create a solid foundation for children's growth through intensive, high quality early learning programs and supports which nurture children from birth through third grade, so the children are happy, ready to learn, and prepared for the academically rigorous education ahead of them (p. 39-40).

Based on the needs assessment and segmentation analysis conducted by SANDAG during the planning phase, the partners identified specific community needs and gaps in services, and addressed each of those in its implementation phase. For Example, the applicant saw a clear academic achievement gap among their English language learners. This was addressed throughout the spectrum of services: Escuelita del Futura which will be a free, new, full-day preschool program for low income children ages 3-5, with a focus on English Language Learners and those who may not otherwise have access to an early learning program (p. 42).

### Weaknesses:

No weakness found

**Reader's Score:** 5

## 3. 2c. Identification of Existing Neighborhood Assets

**The extent to which the applicant identifies existing neighborhood assets and programs supported by Federal, State, local, and private funds that will be used to implement a continuum of solutions.**

### Strengths:

The applicant provided 27 letters from various agencies, organizations, and community groups indicating a cash or in-kind commitment to the project during its five-year plan of operation. This will greatly ensure the continuum of solutions will be addressed (Appendix p. 180-207).

The applicant will leverage its many programs and services, all funded by sources other than the Department of Education. The applicant intends to intensify the focus of these services for vulnerable children, youth, and families living in the target neighborhood, reaching at least 65% penetration rate. Existing services provided by applicant that will saturate the target area include a continuum of transitional and affordable housing, family self-sufficiency services, comprehensive domestic violence and child abuse prevention and intervention, and family self-sufficiency and workforce development services (p. 44).

### Weaknesses:

No weakness found

**Reader's Score:** 5

Sub Question

4. 2d. Implementation Plan for Absolute Priority 1

**The extent to which the applicant describes its implementation plan, including clear, annual goals for improving systems and leveraging resources as described in paragraph (2) of Absolute Priority 1.**

**Strengths:**

According to the applicant, its implementation project will be led by South Bay Community Services (SBCS), the region's largest non-profit provider of social service, education, and community development programs for youth and families. SBCS was chosen among the collaborative partners to lead the planning initiative because of its history as a community leader and its extensive range of services (p. 47-49).

The applicant describes eight annual goals and a timeline for accomplishing each goal. Goals seem reasonable and capable of improving system outcome. Ex. Readiness for kindergarten screening will be available for each child who needs it using ASQ (year1) (p. 48).

Each of the collaborative partners has identified resources and services which will contribute to the success of the project. For example, as described in the letters of commitment and the MOU, each partner that is participating in the applicant's initiative has committed to providing a cash or in-kind match (Appendix F).

**Weaknesses:**

No weakness found

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: 15

Sub Question

1. 3a. Needs Assessment and Segmentation Analysis

**The extent to which the applicant describes how the needs assessment and segmentation analysis, including identifying and describing indicators, were used to determine each solution within the continuum.**

**Strengths:**

According to the applicant, its implementation project will be led by South Bay Community Services (SBCS), the region's largest non-profit provider of social service, education, and community development programs for youth and families. SBCS was chosen among the collaborative partners to lead the planning initiative because of its history as a community leader and its extensive range of services (p. 47-49).

The applicant describes eight annual goals and a timeline for accomplishing each goal. Goals seem reasonable and capable of improving system outcome. Ex. Readiness for kindergarten screening will be available for each child who needs it using ASQ (year1) (p. 48).

Each of the collaborative partners has identified resources and services which will contribute to the success of the project. For example, as described in the letters of commitment and the MOU, each

**Sub Question**

partner that is participating in the applicant's initiative has committed to providing a cash or in-kind match (Appendix F).

**Weaknesses:**

No weakness found

**Reader's Score: 5**

**2. 3b. Evidence-Based Solutions**

**The extent to which the applicant documents that proposed solutions are based on the best available evidence including, where available, strong or moderate evidence.**

**Strengths:**

Solutions for addressing needs in the target area according to the applicant's implementation plan are clearly described in Appendix F. Its implementation plan is research-based and data-driven. For each solution named and described, the applicant provides narrative relative to its level of evidence that is the applicant provides parenting classes, the proven model for which it is based is described.

**Weaknesses:**

No weakness found

**Reader's Score: 5**

**3. 3c. Description of Annual Goals**

**The extent to which the applicant describes clear, annual goals for improvement on indicators.**

**Strengths:**

Solutions for addressing needs in the target area according to the applicant's implementation plan are clearly described in Appendix F. Its implementation plan is research-based and data-driven. For each solution named and described, the applicant provides narrative relative to its level of evidence. An example the applicant provides parenting classes, the proven model which is research based.

**Weaknesses:**

No weakness found

**Reader's Score: 5**

**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. 4a. Ability to Work with Neighborhood Residents

**Experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in working with the neighborhood and its residents; the schools described in paragraph (2)(b) of Absolute Priority 1; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.**

**Strengths:**

Solutions for addressing needs in the target area according to the applicant's implementation plan are clearly described in Appendix F. Its implementation plan is research-based and data-driven. Ex. For each solution named and described, the applicant provides narrative relative to its level of evidence that is the applicant provides parenting classes, the proven model for which it is based is described.

The applicant has over 40 years of experience serving the local community. Its Board of Directors are residents of the target area and one-third are low income (p. 58).

SBCS was chosen from among the collaborative partners to lead the CVPN because of its history as a community leader and its extensive range of services. SBCS has successfully facilitated cross-sector collaborations and regional initiatives between government agencies, law enforcement, schools, neighborhood committees, and youth groups (p. 59).

During the applicant's planning phase, a lesson learned was the need for someone of stature whose responsibilities included fostering partner accountability and being able to manage all partners, especially those providing services within the pipe line. As a result of this lesson, SBCS' Associate Director, along with her Contract Compliance staff will be responsible for managing partnerships with service providers, as well as reaching out to bring new partners into the CVPN collaborative (p. 66).

**Weaknesses:**

No weakness found

Reader's Score: 10

2. 4b. Ability to Utilize Data

**Experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability, including whether the applicant has a plan to build, adapt, or expand a longitudinal data system that integrates student-level data from multiple sources in order to measure progress while abiding by privacy laws and requirements.**

**Strengths:**

Solutions for addressing needs in the target area according to the applicant's implementation plan are clearly described in Appendix F. Its implementation plan is research-based and data-driven. Ex. For each solution named and described, the applicant provides narrative relative to its level of evidence that is the applicant provides parenting classes, the proven model for which it is based is described.

The applicant's Quality Assurance Department has extensive experience collecting, analyzing, and using data for decision making, learning, accountability, and program feedback to continuously improve programs and services. For example, the applicant has used ETO software for four years to record data for their county contract to provide Independent Living Skills and Workforce Development Services (p.68).

## Sub Question

The applicant proposes to hire an experienced Data Manager to manage the CVPN data system, including overseeing all gathering, analysis, and sharing of data for CVPN, and facilitating meetings of the applicant's data team (p. 69).

According to the applicant, the Data Manager will provide training to all partners on how to use the ETO system and will monitor and report progress to ensure that all partners comply with their data related responsibilities (p. 71).

The applicant learned during its planning phase that each partner designate via its MOU a single person who will be responsible for gathering data and inputting data into the ETO database (p. 71).

### **Weaknesses:**

No weakness found

**Reader's Score: 15**

### **3. 4c. Ability to Create Partnerships**

**Experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in creating formal and informal partnerships, including the alignment of the visions, theories of action, and theories of change described in its memorandum of understanding, and creating a system for holding partners accountable for performance in accordance with the memorandum of understanding.**

### **Strengths:**

The applicant has 41 years of experience establishing meaning collaborative partnerships as revealed in the many letters of commitment, and enjoys a high level of trust and respect in the community (p. 74) (Appendix D).

Due to the applicant's great reputation for forging effective collaborations and sound business and financial management, the applicant has been often asked to act as the lead in the development of new programming, and currently coordinates many major regional efforts with multiple collaborative partners. For example, Healthy Development Services, which is led by the applicant, brings together hospitals, clinics, and other specialists to provide Parenting Classes and various other services to birth to five year olds (p.74).

The applicant has delineated via Table 8 relevant qualifications and experience of the persons selected to fill project positions. Each has a wealth of experience related to the position in which he/she will hold and seem very capable of performing a great job. For example, the ELN Program Manager has worked with SBCS since 2003, is bilingual, and grew up in Chula Vista will serve as Clinical Supervisor. She has been Program Manager of the Families as Partners since 2009, working in collaboration with Child Welfare Services to support families at risk of child maltreatment and overseeing all aspects of the program (p.77).

### **Weaknesses:**

The applicant does not provide any narrative relative to lessons learned to support this aspect of the application.

**Reader's Score: 9**

Sub Question

4. 4d. Ability to Integrate Funding Streams

**Experience, lessons learned, and proposal to build capacity of the 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's Fundraising Committee will continue to meet on a regular basis to share funding opportunities and approaches in order to raise and leverage future resources to support the PN scale-up plans and ensure on-going sustainability of the project. All of the collaborative partners are committed to assisting with fundraising efforts as delineated in each MOU (p. 80, Appendix D).

As a result of the planning stage, SBCS and the Data Team learned that it is essential that each partner designate a single person who is responsible for gathering data and inputting data into the ETO database. SBCS also learned that looking through different lenses can lead to quite data being gathered, and also that different partners interpret indicators and data differently (p. 71)

The applicant has been able to tap into multi-source funding capabilities through their cross-sector partners: For example, school districts (education streams) United Way, Manpower, ARTS, (child/family support streams) and the City of Chula Vista (government streams). As a result, the applicant has been able to leverage funding from multiple funding streams, both public and private to support its promising neighborhood initiative implementation (p.80-81).

According to letters of commitment in Appendix D, the applicant, SBCS will provide leveraged match funds amounting to a value of [REDACTED] in match funds, of which [REDACTED] or 11% will come from private sources (p.80) (Appendix D).

SBCS exceptionally accomplished, multi-cultural leadership team has wide-ranging expertise and well over 100 years of collective experience with the agency. The current leadership team oversaw the agency's growth from FY91/92 budget of [REDACTED] with assets of [REDACTED] to [REDACTED] in F2001/02, to the current FY 12/13 operational budget of [REDACTED] and assets of [REDACTED] (p. 79).

**Weaknesses:**

No weakness found

**Reader's Score: 10**

**Priority Questions**

**Competitive Preference Priority - Comprehensive Local Early Learning Network**

- 1. To meet this priority, an applicant must include a plan that proposes to expand, enhance, or modify an existing network of early learning programs and services to ensure that they are high-quality and comprehensive for children from birth through the third grade.**

**Strengths:**

The applicant's rigorous and comprehensive strategy for improvement of schools in the target area begins with development and implementation of an Early Learning Network, which is a seamless continuum of services which will support both children from birth through 3rd grade and their parents, embedded with a strong focus on social and emotional learning. The applicant believes that by providing social and emotional learning early with students, teachers, and parents, the applicant will help to promote and improve young people's academic success, health, and well-being while preventing a variety of problems such as alcohol and drug use, violence, low academic performance, truancy, and bullying (p. 17).

The applicant's ELN was designed with community needs in mind, and is comprised of five major components: 1) Newborn Home Visits, 2) Universidad de Padres, 3) Expanded and Enhanced Early Learning Options, 4) Transition to Kindergarten, and 5) K-3 Student Services (p. 17).

**Weaknesses:**

No weakness found

**Reader's Score:** 2

**Competitive Preference Priority - Quality Internet Connectivity**

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

**Strengths:**

The applicant did not respond to this CPP

**Weaknesses:**

The applicant did not respond to this CPP

**Reader's Score:** 0

**Competitive Preference Priority - Arts and Humanities**

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

**Strengths:**

The applicant did not respond to this CPP

**Weaknesses:**

The applicant did not respond to this CPP

**Reader's Score:** 0

**Competitive Preference Priority - Quality Affordable Housing**

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

**Strengths:**

The applicant did not respond to this CPP

**Weaknesses:**

The applicant did not respond to this CPP

**Reader's Score:**     **0**

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**Status:**           Submitted

**Last Updated:**   11/08/2012 02:07 PM