

Status: Submitted

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Technical Review Coversheet

Applicant: Texas Tech University (U215N120013)

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	25	25
Quality of Project Services		
1. Selection Criteria 3	15	15
Quality of the Management Plan		
1. Selection Criteria 4	45	45
Sub Total	100	100
Priority Questions		
Competitive Preference Priority		
Comprehensive Local Early Learning Network		
1. CPP 4	2	2
Sub Total	2	2
Competitive Preference Priority		
Quality Internet Connectivity		
1. CPP 5	1	0
Arts and Humanities		
1. CPP 6	1	1
Quality Affordable Housing		
1. CPP 7	1	0
Sub Total	3	1
Total	105	103

Technical Review Form

Panel #12 - Implementation Panel - 12: 84.215N

Reader #1: *****

Applicant: Texas Tech University (U215N120013)

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 Applicant provided comprehensive data and detailed descriptions from their community survey, the U.S. Census, HUD, and Lubbock County crime and health that clearly described the magnitude and severity of the problems to be addressed by the proposed project. The community for the proposed project is a historically segregated African American farming community which consists of 33,000 residents, predominantly citizens of color, including slightly more than 49% Hispanic and 28% African Americans. The Applicant provided detailed descriptors and supporting data graphically depicted (pp. e21- e26) for each indicator of need, documenting the severity of the problems to be addressed by the proposed project. Examples of relevant indicators identified by the needs assessment and segmentation analysis include the disproportionate number of residents who suffer from high rates of crime, poverty, ill health, high mobility rates, the lack of family literacy supports, inadequate early learning participation, low academic achievement, lack of high quality after school programs, lack of internet connectivity and limited opportunity resulting from risk factors such as the highest rates of teen pregnancy, STDs, and child neglect and abuse. The Applicant also described other key indicators of distress based on requests from residents such as a the need for intensive counseling and mentors as a result of high crime rates from drug trafficking and gangs, as well as the need for mental health services for children who are affected by violence and parent incarceration. The needs analysis indicated residents would benefit from expanded educational opportunities including college prep and career counseling; medical services such as dental and vision screening; support through positive role models, mentors and tutors; and self-improvement skills such as leadership development, communication and social skills.

Weaknesses:

None Found

Reader's Score: 10

2. 1b. Geographic Area Description

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

Sub Question

Strengths:

The Applicant provided comprehensive details and clearly illustrated graphics to define the East Lubbock Promise Neighborhood (ELPN) in northeast Lubbock consisting of 33,000 residents, predominantly citizens of color. The geographical area for the ELPN, referred to as Quadrant 4, includes the attendance zones of ten low performing middle and high schools beginning with a Title I middle school in corrective action that feeds into a low performing high school located in the impoverished neighborhood. The Quadrant 4 school feeder pattern also includes several elementary schools which are facing consolidation, a magnet school for women scheduled for change, and four low-performing schools serving diverse, high-need students; two elementary, one middle and one high school with a total of 5,062 students. The 24 square mile ELPN consists of two affordable housing complexes, crime riddled and drug- infested neighborhoods, and numerous factors that contribute to distress including inferior supermarkets, numerous instances of child abuse and neglect, teen pregnancy, lack of adequate health services and struggling families (pp. e22-e24).

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: 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 proposed the development of a promise neighborhood coalition (ELPN Coalition) to implement its coordinated continuum of services for improving schools. The Applicant's proposed Community-School-University transformation model of K-12 schooling would serve as their innovative platform for engagement, rigor and community revitalization with the use of ongoing project-based and community service learning, plus data driven strategies and partner collaboration. Central to the success of the Applicant's plan is their reliance on their chief partner, the University of Texas, who would provide disciplinary expertise, database and analytical skills and human resources to support the ELPN Coalition in transforming four low-performing schools serving diverse, high-need students through a coordinated continuum of solutions with targeted support from a broad alliance of individuals and institutions in the Lubbock community such as business, health care, community services, government, education and philanthropic agencies (pp. e26-e32). At the community level, the Applicant would coordinate their continuum of services through their Community Learning with Academic Solutions School (CLASS) model (Figure 3, p. e33), which consists of school leaders from their promise neighborhood K-12 partner institution (Lubbock ISD) and promise neighborhood community members. The Applicant's partnership with the University of Texas and their CLASS community/School alliance both provide a comprehensive strategy and rigorous, ambitious solutions for improvement of schools in the neighborhood.

Sub Question

Weaknesses:

None 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.

Strengths:

The Applicant would implement their plan to create a complete continuum of solutions for early learning through grade 12, college- and career-readiness, and family and community supports through their Community Learning with Academic Solutions School (CLASS) model, which consists of school leaders from their promise neighborhood K-12 partner institution (Lubbock ISD) and promise neighborhood community members, many of whom became advisory board members. Their CLASS model is an outgrowth of collaborative meetings and professional development between these groups with the goal of focusing on rigorous and comprehensive strategies for the academic improvement of project schools. Examples of these strategies include intensive project- and service learning-based curriculum and instruction that engage students in meaningful and rigorous academic learning; acquisition, training, and implementation of technology such as e-books on internet compatible tablets that will provide students and teaching staff with flexible learning experiences; after-school options that would be available for all students including service learning, performing arts, exercise and sports; and one-to-one academic case management that would support all students at the CLASS sites. Together, these strategies form a continuum of solutions, including early learning through grade 12, college- and career-readiness, and family and community supports, that will prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career. In addition the Applicant's design will ensure that there is a significant increase in the proportion of students in the neighborhood who are served by the complete continuum, which is designed to reach scale over time. The Applicant provided a diagram of the components of the CLASS model (Figure 3, p. e16) and a diagram of their proposed continuum of services (Table 4, p. e17) both of which clearly illustrate goals and strategies that would prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career. The Applicant also provided comprehensive descriptions of each goal with clear supporting details that describe their implementation plan to create a complete continuum of solutions that will prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career (pp. e18- e31). For example, the Applicant's project-based and service learning goal (Figure 4, p.e23) focuses on learning where students explore real-world problems and challenges, with subjects of exploration that challenge and motivate students to obtain a deeper knowledge of the subjects that they are studying while creating original and creative solutions.

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 Applicant clearly identified and described neighborhood assets and programs supported by Federal, State, local, and private funds that will be used to implement a continuum of solutions (Table 5, p. 32). Examples include agencies such as the Lubbock ISD, Early Learning Centers of Lubbock, TTU College of

Sub Question

Human Sciences, which is a Texas Literacy Initiative Grant from the U.S. Department of Education Striving Readers Program; the School of Nursing TTU Health Sciences Center and Lubbock ISD, which is a Combest Community Health and Wellness Center that offers a nurse managed federally qualified health center for providing care for economically and medically vulnerable patients, and which is funded by the Bureau of Health Professions, Health Resources and Services Administration of the U.S. Department of Health and Human Services; LULAC, which provides scholarships to Hispanic students; and Bridge of Lubbock, which is a Bridge2Success Enrichment Program focusing on after school and summer programs that mentor at-risk youth. The Applicant identified and solicited support from each of the existing neighborhood assets during needs assessment and segmentation analysis (pp. e48- e55). The Applicant also provided a full description of the services and the research literature suggesting their effectiveness (Appendix F.2).

Weaknesses:

None Found

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 Applicant clearly described their implementation plan through phased stages of the continuum of services which includes annual goals for improving systems and levering resources (p.e55). Each phase represents the implementation process to establish a Community Learning with Academic Solutions School (CLASS) site in each geographical sub-community within the promise neighborhood. These phases include Phase I -Dunbar College Prep (Middle School) becomes a CLASS site 2013; Phase II - Wheatley Elementary School CLASS site 2014; Phase III -Alderson Elementary School becomes a CLASS site 2015; Phase IV -Estacado High School becomes a CLASS site 2016; and Phase V -Comprehensive engagement of children living 2017 in the ELPN but not attending a CLASS site. The Applicant clearly outlines their annual goals for installing and improving the promise neighborhood process (Table 6, pp. e33-e35). For each phase of implementation, the Applicant describes the infrastructure of changes that would be created, systems that would be improved, and resources that would be leveraged. For example, the Dunbar CLASS site would be established in 2013, and as a newly created infrastructure, it would set the stage for systems improvements such as establishing a process for reporting and information flow among the advisory, management and executive governing teams; establishing data collection procedures and timelines for service providers across all ELPN service domains; and establishing a data feedback process and timeline with service providers. The resources to be leveraged would include establishing a grant and funding tracking system to monitor requests and commitments; -creating a plan and timelines for the submission of funding proposals and creating quarterly reviews of progress for funders and an annual showcase of events.

Weaknesses:

None Found

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: 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 Applicant identified and clearly described a total of 14 needs resulting from the needs assessment and segmentation analysis and described the indicators for each used to determine each solution within the continuum (Appendix F and p.e61). Some examples of how the needs assessment and segmentation analysis were used to determine solutions include: extended hours for health clinic services;; Tablets for Learning and & Flipped Instruction, and Work Keys (ACT) Career Readiness Certification Testing and Catch up Academies Career and Technology Pathways. The attention to detail used to describe these 14 identified needs clearly demonstrate that the Applicant used the needs assessment and segmentation analysis to determine meaningful and achievable solutions within the continuum.

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:

For each identified need, the Applicant clearly documents that the proposed solutions are based on the best available evidence for each proposed solution, identifying each as strong, moderate or promising. The Applicant cited evidence-based studies for documentation (Appendix F.2, p. e233). For example the Applicant identified AVID and a proposed solution to scale up student readiness for college. The Applicant described how AVID is designed to prepare students for 4-year colleges through academics, nurturing relationships and small group and individual tutoring with trained college tutors, including teaching methods that promote rigor and relevance. The Applicant discussed how strong evidence supports the fact that AVID students have shown improvements in state tests, GPAs, college readiness skills, writing and study skills, time management and enduring family support (pp.e37- e48). Similar descriptions of the other 13 solutions are provided with equally detailed and clear descriptions documenting how these solutions are also based on the best available strong or moderate evidence (Appendix F).

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.

Sub Question

Strengths:

The Applicant provided a list of annual goals that summarized their 17 goals with annual targets for the ELPN indicators showing projected percentages improvements beginning with the current status and progressing to 2017. The Applicant provided a detailed summary of annual goals for installing and improving the ELPN campaign that includes their goals and indicators for improvement (table 6, pp.e50-e52). The Applicant also provided a comprehensive discussion of each goal for improvement on indicators with exemplars.

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: 45

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 ELPN Advisory Board, which is a cross section of residents, parents, community members and school leaders, have been instrumental in guiding data collection, assisting with interpretation of findings and providing feedback on program and service proposals, implementation and outcomes. The management team (p. e70) works with the ELPN Advisory Board and consists of key community stakeholders who signed MOUs to partner with ELPN Coalition, with the University of Texas being the lead agency. These two groups, along with the management team, worked collaboratively to build the management plan which is designed to bring the quality of life, graduation rates and other positive social, economic and educational indicators to the promise neighborhood. The project managers, along with leaders from the promise neighborhood residents, form a unique balance of talents, influence, and sensitivities to lead measurable and lasting improvements (Figure 5, p e71). The University of Texas brings human capital with the disciplinary expertise to contribute meaningfully to school and community revitalization in the promise neighborhood and have led in project development through experience and lessons learned with the goal of building capacity in working with the neighborhood, its residents, and the schools. These lessons learned include several significant realities that guided the managerial framework. The needs analysis from the meetings and discussions with promise neighborhood residents and stakeholders led to the development of the continuum of services proposed. To manage these services, The Applicant grouped them in five service domains: 1) Health Clinics Services, 2) Early Learning Services, 3) Family and Community Services, 4) CLASS Academic Services, and 5) Community Service Learning. Upon review of the data from the segmentation analysis, the Applicant recognized that issues, personnel and scope of work are significantly different and they learned that one generic approach to management does not fit all. Because of lack of coordinated management functions across the service domains, key managerial functions required to improve the effectiveness and impact of service providers were established and include: 1) cross-organizational structure, 2) cross-organizational communications, 3) needs based

Sub Question

focus, and 4) data systems to document needs and result (Table 10, p. e74). Even though the University of Texas had been a leader and catalyst in its ability to lead the charge to effectively work with stakeholders, including residents, LEAs, schools, Federal, State, local government leaders, and service providers, they recognized the importance of stepping back and working more closely with the residents and stakeholders to identify and establish realistic neighborhood goals such as community-based service learning and the development of students civic responsibility; LEA goals such as teacher education, in-service teacher professional development; and student achievement goals such as expanded early learning opportunities, and extended day tutoring and mentoring.

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:

By leveraging the resources, experiences and lessons learned of Texas Tech University Information Technology Division, the Applicant proposes to manage and orchestrate a comprehensive data system and associated technical planning, development, design, implementation, and assessment. The database will be comprised of five data collection and repository system (results and indicator database); a collaborative web-based communication social network (CLASS sites); a student database; a service provider client and resource database; and an account management system for controlled, secure access, based on industry standard security practices for personally identifiable data. These five components will build capacity of the Applicant s management team and project director in collecting, analyzing and using data for decision-making, learning, and continuous improvements and accountability. The Applicant comprehensively outlines their plan to build adapt and expand longitudinal data systems that integrate student-level data from multiple sources that will share a common database infrastructure that will integrate with the anchor institutions and over 40 service providers and community organizations. The Applicant clearly illustrates the conceptual framework for the database design which is graphically depicted (Figure 6, p, e76). The database structure and relational applications will deliver four technology tools: an interactive community resource website, a reporting dashboard for project administrators, collaborative CLASS sites (based on a social networking framework and technology), and a data management tool for anchor institutions and family and community service providers. The Applicant provides a clearly depicted chart detailing the basic inputs, outputs, and interfaces associated with the application (Figure 7, p. e77). Using web design and development expertise from the TTU Information Technology Division, the Applicant proposes to provide compliant WEB interfaces that would be modified according to student, client, partner, and project management team feedback and will be include matching contributions from the university. The proposed community resource site will be designed to provide general information and service links available to community partners and residents. The design will allow the ELPN Coalition to learn more about the ongoing needs of promise neighborhood residents, improving the slower less interfaced current system. The system will also include a reporting dashboard using data from the longitudinal data system, which the Applicant will design to interface, based on a social networking framework, in order to conduct data progress monitoring on all project metrics, service allocations, and benchmark outcomes (i.e., the mandatory project indicators). The dashboard will offer a way to assess and communicate progress to stakeholders, including the Department of Education. The Applicant also comprehensively described how CLASS sites and data collection sites for family and health service providers will be enabled to use appropriate social networking frameworks, data sharing, service communication, and at the same time maintain data integrity. The Applicant will continue to employ non-technology communications for data collection through the ELPN Coalition quarterly face-to-face meeting events with service providers and others that will focus on data sharing and progress monitoring of ELPN resident outcomes. The Applicant described how the central data and communication system supporting the infrastructure are protected by

Sub Question

sophisticated intrusion prevention and firewall solution, as well as a secure network topology, with applications that use SSL and other forms of encryption to secure data

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 Applicant's formal partners include a number of anchor organizations and institutions that have signed MOUs pledging to provide matching resources and to accept accountability for results in the ELPN Coalition. These partners include Lubbock ISD, United Way of Lubbock, Covenant Health System, South Plains Food Bank, United Supermarkets, and the following colleges and units of Texas Tech University: College of Education, College of Visual and Performing Arts, College of Human Sciences, College of Arts & Sciences, School of Nursing in the TTU Health Sciences Center, Division of Institutional Diversity, Division of Information Technology and the TTU Office of Finance. The Applicant clearly describes how the management team co-leaders will develop annual project management plans based on new needs analysis information and refine future plans to employ the active participation of formal and informal partners. This process is graphically depicted (p.e83) in a table which gives an overview of the user and provider context for the key management themes, partner roles and responsibilities including descriptors of key user needs, interests, and challenges. The key implementation strategies based on the experiences and lessons learned from the needs analysis illuminated areas of need and provided insights (from lessons learned) about implementation strategies likely to impact participation and desired changes. The Applicant detailed each of these areas including data inputs and outputs, transportation services, community change factors and issues, ongoing school-university collaboration for CLASS reform and shared accountability, community service learning for measurable results, and college readiness. These system checks provide a means for creating a system for holding partners accountable for performance and to ensure alignment of visions, theories of action and theories of change.

Weaknesses:

None Found

Reader's Score: 10

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 clearly described how they leveraged and integrated funds and secured and managed multiple funding streams, including their report of successfully leveraging a [REDACTED] federal request with [REDACTED] in additional funding over a proposed 5-year grant period, including [REDACTED] from the private and philanthropic sectors in in-kind goods and services (pp. e89-e91). The University, the Applicant's chief partner, has the capacity for securing and managing multiple funding streams for the ELPN Coalition through their leadership's successful efforts in obtaining external funding for a number of community-based projects. In addition, the Lubbock School District has also

Sub Question

been very effective in obtaining funding for East Lubbock initiatives. In working with the ELPN Coalition, these school-university leaders have pledged to use their skills collectively to secure the essential funding needed to leverage and integrate-high quality programs in the promise neighborhood. The Applicant's management team and project director benefited from the experience and lessons learned from these partners and used this knowledge to build capacity in integrating funding streams from multiple public and private sources to leverage and integrate high-quality programs in the neighborhood into the continuum of solutions. The idea of negotiating new financial partnerships for the ELPN includes working with community banking partners to manage the ELPN Social Capital Investment Fund, which is designed to encourage funding from philanthropists and others. Additional ideas for expanding funding includes integrating goods and services from partners and stakeholders to reduce duplication and using performance-based criteria as the basis for processing funding support requests from the East Lubbock Social Capital Investment Fund. An example would be for the Applicant to offer free transportation for residents to ELPN events and the local hospital (i.e., Covenant Health System and University Medical Center) to offer financial support for extended hours of East Lubbock health clinic services to reduce residents' use of emergency room facilities for situations treatable through primary care. The Applicant proposes to establish annual benchmarks for its performance-based targets. Meeting these benchmarks will provide the objective criteria for project leaders to monitor and document the effectiveness of their continuum of solutions and the quality of their return on investments.

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 Lubbock School District, working with the Texas Technical University College of Human Sciences, Early Learning Centers of Lubbock, Lubbock YWCA Childhood Center and the network of Lubbock ISD Prekindergarten and Head Start programs, recently received a [REDACTED] grant funded through the ED Striving Readers Program renewable over a five year period. The Texas Literacy Initiative grant uses a Literacy Line model of student feeder-pattern collaboration to provide intensive, aligned literacy support, instruction and programming for language, pre-literacy and literacy development. This intensive literacy line collaboration will occur in the Early Head Start Center (TTU), the YWCA's Early Childhood Center, the multiple Early Learning Centers and the elementary schools in the ELPN. Literacy coaches will model and support best-practices for the early childhood education partners. Significant literacy resources and service learning support from a number of TTU students will also be provided at all sites. In addition to these comprehensive literacy services, the TTU College of Human Sciences will create and implement a 9-week parent support and training program designed after the Harlem Children's Zone Baby College as well as home outreach to attract parents to this training. Along with training parents on child development, brain-based learning and positive discipline, parents will learn the literacy practices provided by the Texas Literacy Initiative, and children with developmental delays who do not qualify for other services such as the Early Childhood Intervention/Developmental and Education Birth through Three Center will receive services through home visits (p. e35)

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:

The Applicant did not address this Competitive Preference Priority

Weaknesses:

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:

Historically, Lubbock Public Schools and the Texas Technical University College of Visual and Performing Arts have collaborated on projects, but the ELPN campaign will revive performing arts programs in the East Lubbock schools rebuilding processes that significantly reduced these programs because of high-stakes testing and significantly declining state budgets. Students at CLASS sites may participate in a variety of visual and performing arts options such as music, art, dance, orchestra, strings, digital photography, clay production and Ballet Folklorico. Faculty, undergraduate and graduate students from the TTU College of Visual and Performing Arts will perform service learning at CLASS sites systematically built into the college's academic programs. The arts will also be integrated into CLASS project-based and service learning projects as TTU College of Visual and Performing Arts faculty will be involved along with district and TTU College of Education faculty in planning the interdisciplinary curriculum. Because of this, East Lubbock students and their parents will enjoy a rich and high-quality arts curriculum (ppe42-e43).

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:

The Applicant did not Address this Competitive Preference Priority.

Weaknesses:

Reader's Score: 0

Status: Submitted
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Technical Review Coversheet

Applicant: Texas Tech University (U215N120013)

Reader #2: *****

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Sub Total	100	100
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1. CPP 4	2	2
Sub Total	2	2
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Quality Internet Connectivity		
1. CPP 5	1	0
Arts and Humanities		
1. CPP 6	1	1
Quality Affordable Housing		
1. CPP 7	1	0
Sub Total	3	1
Total	105	103

Technical Review Form

Panel #12 - Implementation Panel - 12: 84.215N

Reader #2: *****

Applicant: Texas Tech University (U215N120013)

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:

Need for the project is well documented according to data obtained from the applicant's community survey, the U.S. Census, HUD, and Lubbock County crime and health reports. According to data, less than 32% of target children under five attend early learning programs, 41% of target students who complete high school and community college are required to enroll in remedial courses, and 93% of target school students receive free or reduced lunches. (p. 4)

According to applicant's community stability and safety indicators, the target area has the highest child abuse rate in the state and 36% of the households are single parent families further supporting a need for the project. (p.4)

According to the applicant, Dunbar (one of the Title I Target Schools) is a low performing school in corrective action, and several other elementary schools are scheduled to be consolidated in the next few years and phased into the ELPN continuum of services as will Estacado High School. (p.5)

According to demographics, the target population is made up of Hispanics (49.2%) followed by African-Americans (28.5%) with a median family income of \$25,355. (p.5) Majority of students attend the ELPN, which greatly impacts the need for such a project. (p. 5-7)

To further describe the target area, it has only one supermarket, a very high crime rate, and less than 25% of homes have access to the internet (p. 4-6), which further supports a need for the project.

Weaknesses:

No weakness found

Reader's Score: 10

2. 1b. Geographic Area Description

Sub Question

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

Strengths:

According to data in Table one on page four in the target area, less than 25% of preschool children are ready for kindergarten, for students who graduate from high school and enter college, 41% require remedial courses, and 93% of students who are enrolled in schools receive free or reduced lunches (p. 4).

The target area is clearly described by the applicant. According to narrative provided, there is only one supermarket in East Lubbock, Zip Codes in the target area account for some of the highest rates of teen pregnancies in the state for girls age 10-17, and although the area encompasses approximately 24 square miles, currently there are only two affordable housing complexes available in the neighborhood (p. 7).

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, Lubbock Independent School District, and other partners in the ELPN coalition will dedicate themselves to data-driven, results-oriented, school and community revitalization. With much commitment, the ELPN coalition has delineated an array of quality services that will actualize the undressed potential of target area residents (school, service, etc.). (p. 11)

To bring about change in the Transformation Model of K-12 schooling as an innovation platform for engagement, rigor, and community revitalization, a critical mass of TTU faculty and students from various colleges will contribute to the delivery of the continuum of services, which will greatly impact K-12 school reform. (p. 13-15)

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,

Sub Question

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:

Applicant's implementation of K-12 plan is delineated according to goals and activities, which are designed to reach project goals. Activities and/or services to be delivered through CLASS sites are clearly described; for example, dual enrollment requirements. (p.26)

Various programs at TTU, including its Counselor Education Program, will work with the school district to provide ELPN elementary to high school students in the CLASS sites with professional school counselors trained and highly effective in college and career readiness counseling (p. 22-23). This will greatly impact the ELPN project.

To support family and support services, an array of services will be provided the families in the target area. For example, 1) United Supermarkets will offer healthy cooking classes for family members to learn about good nutrition and strategies for battling child obesity, 2) TTU College of Human Services will offer a university course on health for parents and their families focusing on the integration of body, mind, emotions and behavior to help participants become more conscious of the need to make decisions about health and wellness, and 3) TTU Department of Health, Exercise and Sports Sciences will offer parents and their families classes in experiential exercise (p. 20).

TTU has a broad range of disciplinary expertise, database and analytical skills and human resources that will be utilized in the delivery of the ELPN continuum of services. TTU's commitment to the project is system-wide reflecting the administration, academic and medical college, and manifested by the participation of significant number of faculty, undergraduate and graduate students (p. 11).

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 has committed itself to collaborate with a broad coalition of individuals and institutions in the target area (business, health care, community services, government, and education) on behalf of the ELPN campaign. The applicant also know that measurement, benchmarking and results are the ultimate non-negotiables of partnerships and that it stands ready to engage college students and faculty systematically to be a major "on the ground" contributor of a continuum of services for solutions be addressed (p.12).

The applicant has identified an array of existing ELPN assets that will be coordinated through the project to maximize service delivery. Examples of existing assets/services include Boys and Girls Club, Catholic Charities, South Plains Food Bank, and American Heart Association. (p. 32)

The existence of a strong bond of trust and willingness for shared control between Lubbock ISD and the TTU College of Education is a plus for the ELPN project. That strong bond is fundamental to the collaborative implementation of CLASS sites. (p. 31).

Sub Question

Weaknesses:

No weakness found

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:

To further ensure a high quality implementation plan, the applicant utilizes a five phase yearly plan consisting of annual goals for installing and improving the ELPN campaign. The applicant's phased stages of continuum of services implementation plan is clearly described for each year of the project according to infrastructure creation, systems improvement, and leveraging resources (p. 33-35).

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:

The applicant's continuum of solutions are described according to the CLASS model which has a strong foundation of research, not only in the literature on "full service" community schools, but also in the research on project-based learning and service learning as delineated in Appendix F.2.

The applicant described data relative to the need surrounding East Lubbock, TX, which was used in identifying and describing problem indicators and how solutions were to be revealed for indicators. Example-less than 25% of homes in East Lubbock have internet connectivity. To solve such a problem, the project will provide Kindle Fire tablets so students can access the internet at home even if their families do not have internet service. (p.24)

Sub Question

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:

For services provided via ELPN, research evidence for each proposed solution is identified as strong, moderate or promising with specific studies summarized in Appendix F.2. Each service is clearly described as when it will take place, how it will take place, and its overall benefits. For example, to accomplish some of its 2013 annual goals for installing and improving the ELPN Campaign, the applicant proposes to hire staff, establish offices, develop project-based and service learning curriculum scope and sequence, establish data collection procedures and timelines, and establish a grant and funding tracking system to monitor requests and commitments with City Bank of Lubbock (p. 33, Appendix F2).

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:

Annual goals for improving the ELPN campaign are well described and clearly delineated for each phase/stage of the project. Goals reflect infrastructure creation, systems improvements, and leveraging resources. This will ensure quality execution and measured impact on the educational, health, and family progress indicators. (p. 33-35). For Example, goals for 2013 under infrastructure creation will consist of hiring staff, creating and launching of the longitudinal data system, development of project-based and service learning curriculum scope and sequence, and establishing the university service learning coordination and quality control process across ELPN initiatives.

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: 45

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:

TTU's administrators have been very engaged in city leadership dynamics and has had a very close working relationship with Lubbock ISD and are much aware of its school successes and problems. For example, there exist a bond of trust and willingness for shared control between Lubbock ISD and the TTU College of Education. That bond is fundamental to the collaborative implementation of Class sites (p. 31).

A number of target residents expressed being uncomfortable on campus at TTU. They view the campus as a school for "rich white kids". To address this concern, TTU and ELPN Coalition will work hard to get East Lubbock residents on campus by having East Lubbock students on campus for classes and by providing opportunities for them to attend sporting event's and/or experiences offered by TTU's students and faculty, and other campus organizations (p. 70).

The applicant's needs analysis revealed a pervasive lack of transportation among Est Lubbock residents. According to the applicant, the most utilized services in the community provide vans or other transportation to enable families participation in community services and events. To eliminate this problem, ELPN will work closely with the Mayor and an East Lubbock Councilman, who are both members of ELPN Leadership to schedule city bus transportation support (p. 67).

The ELPN Executive Governing Board which consisted of various community leaders who have strong personal convictions concerning the plight of East Lubbock residents will bring strong leadership and build capacity among the partners. These individuals will help bring the quality of life, graduation rates, and other positive social economic and educational indicators in East Lubbock closer to those seen in southern/southwest Lubbock County (p. 44-46).

Texas Tech has an array of human capital, which is clearly described with the disciplinary experts to contribute meaningfully to school and community revitalization in the target area. (p.48)

Multiple colleges at TTU and especially the College of Education have a history of collaboration with Lubbock leaders, educators, and schools. Example the TTU College of Education and school system are working together in a deep partnership to improve initial teacher s education, in-service teacher professional development, and student achievement. As partners, they have reached a high level of maturity that allows for honest and mutual challenge and support. (p. 48-49).

A plus for the project is that TTU and the ELPN Coalition will work hard to get East Lubbock residents on campus by way of offering no-cost dual enrollment courses to Lubbock high school students at TTU.

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

Sub Question

sources in order to measure progress while abiding by privacy laws and requirements.

Strengths:

As part of the ELPN data system, Texas Tech Information Technology Division has extensive expertise with complex information and data management systems, including data security, sophisticated application development, system administration and multivariate relational database design which will greatly support the ELPN (page 57-59).

While the vast majority of service providers in the target area strongly encouraged TTU to provide synergizing leadership and data guidance, the ELPN Coalition indicated that it will strive to make the work of the service providers easier and more effective by making certain the longitudinal database and social network data dashboard tools supply providers with a feedback loop. TTU will provide management, data, and people to turn hard work into measurable outcomes (p.71).

The applicant's needs analysis revealed that the lack of data was currently a fundamental problem pervading all school and community revitalization efforts in East Lubbock. To address this problem, TTU IT will create a longitudinal data system and social network interface data dashboard system that will become the foundation of all ELPN school, family and community efforts (p. 67).

To ensure positive outcomes, the ELPN Coalition will conduct quarterly face-to-face meeting events with service providers and others. Quarterly events will focus on data sharing and progress monitoring of ELPN resident outcomes (p 63).

Being that lack of data is currently a fundamental problem pervading all school revitalization efforts in the target area (people not knowing what works or where services might be most needed), Texas Tech will create a longitudinal data system and social network interface data dashboard system that will become the foundation of all ELPN school, family and community efforts (p. 67-68).

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 City Bank of Lubbock will maintain and manage an ELPN Social Capital Investment Fund for obtaining new partners. The fund built on the notion of a social impact or "pay for success" bond will seek funding from philanthropists and others in return for performance-based ELPN results. The ideal is that results in the target community (i.e., significant progress on improving the mandatory project indicators will ultimately save the public funds in the Lubbock community (p. 73).

Services described and delineated in the narrative section of the proposal are further described in the East Lubbock Promise Neighborhood Memorandum of Understanding. All collaborators were part of the Promise Neighborhood grant application process and agreed to collaborate for the purpose of delivering data-driven, results-oriented and comprehensive services over a period of five years. All collaborators are committed to the PN Theory of Change (organizations beliefs as a unit) and PN Theory of Action (organizations commitments) (Appendix C, p3).

Twelve letters of support and commitment from collaborators for the five year grant period are included

Sub Question

in Appendix D pages 2-16. Each collaborator delineates clearly how and/or what it will commit to the project via cash or in-kind services to assist the project with achieving positive outcomes.

Weaknesses:

No weakness found

Reader's Score: 10

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:

TTU's administrators and faculty and the ELPN Coalition have significant capacity for securing and managing multiple funding streams for the ELPN Coalition. Several individuals in leadership positions who are members of the coalition have been highly successful at obtaining external funding for a number of great community projects. TTU's Chief Information Officer is highly effective at securing funds from donors and corporate partners to expand opportunities for the community and TTU (p. 72)

According to letters of support and commitment provided in Appendix D, [REDACTED] dollars will be committed to the ELPN project over the proposed 5-year grant period, with [REDACTED] from that amount coming from private and philanthropic sectors as in-kind goods and services (p.72).

Lubbock Independent School District has been very effective at securing external funding support for implementing school initiatives in its district. According to the applicant's narrative, the Superintendent of Lubbock Independent School District, has a track-record of significant fundraising from businesses to support progressive reforms across the district. One of the major community leader has also obtained significant funding for Literacy Initiatives. This is most necessary for sustaining and moving the ELPN project forward (p 73).

The ELPN Coalition has developed a plan for negotiating new financial partnerships for the ELPN which will contribute highly to sustaining the project. The Executive Vice President of the City Bank of Lubbock will maintain and manage an ELPN Social Capital Investment Fund which is built on the notion of a social impact or pay for success bond. This bond will seek funding from philanthropists and others in return for performance-based ELPN results. Their thinking is good in that the broader idea is that results in the ELPN community will ultimately save public funds in the Lubbock community. For example: Effective CLASS academic programs will measurably reduce the number of underemployed and unemployed adults and their related lower tax revenue generation and greater demands on social services by engaging and retaining them as students through college graduation (p. 73-74).

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:

Lubbock Independent School District, working with TTU College of Human Sciences, Head Start and the network of other early childhood programs, recently received a [REDACTED] literacy grant renewal over a five-year period. The literacy grant uses a Literacy Line model of student feeder-pattern collaboration to provide intensive, aligned literacy support, instruction and programming for language, pre-literacy and literacy development. The intensive literacy line of collaboration will occur in the Early Head Start Center, YWCA Early Childhood Center, multiple Early Learning Centers and the elementary schools in the ELPN. This will expand early childhood service delivery from birth through the elementary school grade three (p. 18-19).

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 address this CPP

Weaknesses:

The applicant did not address 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 ELPN will bring performing arts back to schools in the target area. Students at CLASS sites will benefit from visual and performing art options such as music, dance, art, strings, digital photography, clay production, and orchestra (p. 26).

TTU faculty and students from TTU's College of Visual and Performing Arts will also perform service learning at CLASS sites systematically built into the college's academic programs (p. 16).

Weaknesses:

No weakness 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:

The applicant did not address this CPP

Weaknesses:

The applicant did not address this CPP

Reader's Score: 0

Status: Submitted

Last Updated: 11/08/2012 02:05 PM

Status: Submitted

Last Updated: 11/05/2012 02:44 PM

Technical Review Coversheet

Applicant: Texas Tech University (U215N120013)

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	25	25
Quality of Project Services		
1. Selection Criteria 3	15	15
Quality of the Management Plan		
1. Selection Criteria 4	45	45
Sub Total	100	100
Priority Questions		
Competitive Preference Priority		
Comprehensive Local Early Learning Network		
1. CPP 4	2	2
Sub Total	2	2
Competitive Preference Priority		
Quality Internet Connectivity		
1. CPP 5	1	
Arts and Humanities		
1. CPP 6	1	1
Quality Affordable Housing		
1. CPP 7	1	
Sub Total	3	1
Total	105	103

Technical Review Form

Panel #12 - Implementation Panel - 12: 84.215N

Reader #3: *****

Applicant: Texas Tech University (U215N120013)

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 applicant provides very detailed, specific data identifying the demographics of the target community; academic indicators; health and economic indicators; the community stability and safety indicators; and the family and community support indicators. Pg. e21

The applicant clearly discusses what they call key indicators of distress within each of the school feeder areas and the entire identified community. These indicators of distress are target areas that will be addressed within the scope of the PN grant. There are large numbers of children receiving free and reduced lunch, over 90%, high mobility rates, poor health conditions, high teen pregnancies, and very high crime rates. Pg. e23-25

These areas of concern include: crime among the youths; mental health and behavioral needs of school age children; high incidence of childhood death; need for internet connectivity; access to affordable fresh vegetables and foods; and preventative health care as well as emergency and sick care.

The applicant clearly identifies specific areas of academic distress and lack of proficiency among the schools and children. Poor test score results; low HS graduation rates; low college going rates; low numbers of college graduation. Pg e25

Weaknesses:

None noted.

Reader's Score: 10

2. 1b. Geographic Area Description

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

Sub Question

Strengths:

The applicant has clearly identified the geographical area that will be this project. It corresponds to the local school district's Quadrant IV feeder and attendance district. All of the elementary schools feed into the middle and high school. All of these schools will be included in this project. The applicant includes a detailed map to help visualize the relationship of the geographical area of the schools, the city and the targeted region, which is clearly identified. Pg. e22

Weaknesses:

None noted.

Reader's Score: 5

Selection Criteria - Quality of Project Design

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

Reader's Score: 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 clearly discussed their transformational model for the K-12 school district and how this PN will provide a continuum of services that will complement and enhance this model. The model has been cooperatively developed with input from a variety of stakeholders and includes community representatives, University and School staff. Intense professional development is a critical component for implementation. Project based activities and service-learning programs are the key components of the overall program. Pg. e27-e31

Within the discussion about the specific project activities, including the Community Learning with Academic Solutions School.: all of which are based on best practices, evidence based and meets the criteria for comprehensive and rigorous activities. Pg. e28

There are lots of detailed project activities, contained in appendix F that will have a positive impact on the students and the families. The applicant has demonstrated why or how this will happen. The use of tablets, e-readers and high speed internet connectivity is well documented throughout the narrative. Pg. e32, e57

Weaknesses:

None noted.

Reader's Score: 10

Sub Question

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 applicant clearly delineates the full continuum of services they will provide from birth through adults. These include a number of health related services, early learning activities, academic tutoring and other activities to improve the performance, college prep, test prep, career exploration. All of these activities are aimed at improving the future of the students. All of the identified services within these categories help to improve the student s educational and academic experiences and helps to allow them to grow and feel secure, Pg. e33-e35

The applicant discusses how they will engage students, teachers, parents, businesses and community educators in the school as a HUB of highly-coordinated, academically rigorous student service learning action leading to measured growth and improvement. Pg. e33

In addition the applicant includes project activities that involve the family, such as culturally sensitive cooking and nutrition activities will contribute to healthy food choices. Moreover, improved diet is associated with better health and school attendance. Incorporation of mental health services for students and parents in the schools is borne out by findings that education and mental health are inter-related and mutually affected.Pg. e.54

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:

Each of the partners have clearly delineated their existing services, programs, special projects and resources that are already being implemented. The applicant clearly delineates how these will become a part of the new PN continuum of services. Pg. e49

Each partner provides a detailed listing of their required dollar match and the specific services they will provide and the inventory of resources they will provide for this program. Pg. e34

The applicant discusses how they will utilize human capital assets, human capital with the disciplinary expertise to contribute meaningfully to school and community revitalization. Pg. e66

Weaknesses:

None noted.

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:

The applicant discusses the needs to improve and update their information systems and to better utilize their existing resources. The data system is a pivotal strategic component of the overall ELPN initiative. This will allow all participants to have access to inputting real-time data and seeing the results. Pg e53

The database will be comprised of five fundamental components: a relational, longitudinal data collection and repository system (results and indicator database); a collaborative web-based communication social network (CLASS sites); a student database; a service provider client and resource database; and an account management system for controlled, and secure access. Pg. e75

The applicant clearly states baseline percentages for each of the required performance indicators and then annual goals of the percentages completed for each area. The implementation plan clearly discusses how the applicant will be able to accomplish all of these performance indicators. Pg. e60

They discuss how their needs analysis and preparation events not only illuminated areas of need among the mandatory indicators, they also provided insights (from lessons learned) about implementation strategies likely to impact participation and desired changes. Pg e.84 They demonstrate the strength and history of the staff and how they have accomplished what they have to date and how they will expand the systems.

Weaknesses:

None 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: 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 applicant states that in the process of collecting and reviewing needs analysis findings and creating this PN grant, multiple meetings, interactions and email communications have shaped and refined the collective understanding of available assets and possible collaborations and project activities. Pg e49

The data indicates that whether the city supports youth development depends on the neighborhood of Lubbock in which one lives. The geographic segregation of opportunities within municipalities is not an unfamiliar narrative of urban life. Pg e61

Sub Question

Within each identified service area the applicant is proposing, they identify the specific needs assessment and segmentation analysis that they collected to help identify each activity. These include: Segmentation Analysis: Preliminary administration of the Work Keys assessment with ELPN high school students indicated that over 65% did not pass certification cut scores on applied mathematics, reading...Pg. e260, Project Based Learning: Segmentation Analysis: As previously noted, student surveys indicate a significant decline in motivation for school learning in middle school. Pg. e255

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 majority of the project activities are well known, research based and evidence based items. Including: AVID, Positive Role Models, and other home health and cooking activities. Pg, e56

The applicant includes a detailed appendix F which contains, annotated research based references. Within each annotation there are details regarding how each activity is categorized according to the stated criteria levels of evidence, including from weak to strongest. Pg. e223

Each project service is clearly defined, identified using specific needs assessment and segmentation data and analysis. Who is directly responsible for delivering this activity, how it will be funded, grant, in-kind or other sources of monies and detailed implementation plans including materials and required resources.

Weaknesses:

None noted.

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:

Throughout the proposal the applicant clearly identifies what they call goals. There is a detailed logic model, pg.e27;specific Goals for the Continuum of Services, pgs.e33-34; Annual goals, pg.e50-52; Table 7 Annual target percentages for educational indicators, pg.e57; and the MOU, and the goals of this project, pg.e176. There is a list that contains yearly and annual goals related directly to measuring and demonstrating growth of the identified performance Indicators. Pg.e60

There is a detailed timeline arranged by project year and it contains a list of detailed project tasks and responsibilities delineated related to most of the major project goals, activities and who is responsible for the activity. Pg e50

Weaknesses:

None noted.

Sub Question

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: 45

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 applicant clearly discusses the experiences of the existing staff and supervisors and demonstrate how they are qualified to supervise and implement a project of this magnitude. There are brief bios and detailed resumes included.

The applicant identifies past lessons that have been learned and how these will have a positive impact on the new grant. They include specific outreach ideas and activities that have been successful, such as the use of incentives for participants helps to build capacity among the community. Pg e80, e85

Multiple colleges at TTU and especially the College of Education have a history of collaboration with Lubbock ISD leaders, educators and schools. The TTU College of Education and Lubbock ISD are working together in a partnership to improve initial teacher education, in-service teacher professional development and student achievement. As partners, they have reached a level of maturity that allows for honest and mutual challenge and support. Pg. e67

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 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:

Throughout the narrative, the applicant demonstrate their experiences with the use of data, needs assessments and their ability to interpret and use it to help design this proposal. They discuss how they have dedicated themselves to data-driven, results-oriented, Boardroom and On-the-Ground school and community revitalization. pg e26 The Community organizations and individuals build a high level of capacity to work as a data-driven system to foster achievement of the PN program objectives. pg. e27

Sub Question

The types of data will include K-12 ongoing academic performance progress monitoring and One-on-One Academic Case Management with absences, behavior, course grade analysis using data dashboard system and catch up academies and computer-assisted academic modules. Both the University and the School have experiences with and the ability to implement this enhanced usage of data.

The applicant clearly delineates how they will abide by all information provided via this data system will meet federal, state, and local privacy regulations (e.g., FERPA, HIPAA). pg. e79 They also discussed the required use of the areas of information resource security for all data repositories.

It is obvious from the applicant s discussion about their existing longitudinal database and how they have been collecting and using data for the current proposal, that they have the experience and staff and technical equipment and software to accomplish this project. Pg e75-e79

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 applicant discusses the need to have quarterly face-to-face meetings to discuss data collection and other project activities. Pg. e80

The applicant discusses lots of opportunities for meetings and outreach and discussions regarding change and vision and implementation of the project. The applicant has clearly documented how they have met and consulted with all of the partners and the community as a whole. They clearly provide information about what they have learned from previous implementations. The applicant provides examples of their past experiences with Data and transportation and how they will change it for this grant. Pg. e86.

The applicant clearly discusses how the partners will implement and support what they have agreed upon within the MOU. Specifically, everyone has signed the statement regarding Vision, Theory of Action and Theory of Change. There are details about how each of the partners will be held accountable and provide all of the services and monies required to successfully implement this project. Pg. e175

In order to build capacity and to make the work of the five service providers easier and more efficient the applicant states that the PN coalition will strive to make the work of service providers easier and more effective. They will revise the longitudinal database and social network data dashboard tools which will supply service providers with a feedback loop. Basic needs data will help the service providers know where to target resources. pg. e88

Weaknesses:

None noted.

Reader's Score: 10

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:

Throughout the proposal, it is obvious that the amount of existing funded state, federal and local grants that have been awarded to the applicant and all of the partners. They are discussed with in each section and are fully explained throughout. The applicant also identifies new sources of future funding and local resources that all will be combined for the total implementation of this project. Pg e89-e91

Some of the existing funding has included: US DOE Striving Readers Program renewable over a five year period and the Texas Literacy Initiative grant. There are also Bureau of Health Professions, Health Resources and Services Administration of the US Department of Health and Human Services funds available. For the future the applicant discusses how they will create a plan and timelines for the submission of funding proposals from a multitude of agencies and organizations, both locally and nationally. pg. e50

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 applicant discusses how they will implement an Early Childhood Education program as a priority and lists it as an action category, and goal throughout the narrative. These include the Baby College, Early Childhood Intervention Center, and the Texas Literacy Initiative. Pgs. e36, e53, e250

The applicant has been awarded both a Striving Reading and Texas Literacy grant. In addition to these comprehensive literacy services, the TTU College of Human Sciences will create and implement a 9-week parent support and training program designed after the Harlem Children s Zone Baby College as well as home outreach to attract parents to this training. Along with training parents on child development, brain-based learning and positive discipline, parents will learn the literacy practices provided by the Texas Literacy Initiative. Children with developmental delays who do not qualify for other services such as the Early Childhood Intervention/Developmental Education Birth through Three Center, will receive services through home visits.

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:

Weaknesses:

Reader's Score:

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 clearly states that they will offer a range of programs in the visual and performing arts (e.g., art, dance, music, digital photography, instruments). Pg e42

Weaknesses:

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:

Weaknesses:

Reader's Score:

Status: Submitted
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