

Status: Submitted

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Technical Review Coversheet

Applicant: Youth Policy Institute (U215N120052)

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 #37 - Implementation Panel - 37: 84.215N

Reader #1: *****

Applicant: Youth Policy Institute (U215N120052)

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, Youth Policy Institute of Los Angeles, California, clearly addresses significant need for the targeted area. For example, there are 7,687 families, with 31.2% of children living in poverty (e24). Academic achievement in target schools is low with only 35% testing at grade level (ELA, Math) and 46% not graduating from high school. The program includes two persistently lowest-achieving schools and five schools undergoing restructuring through the Public School Choice process of the Los Angeles Unified School District (abstract). Target schools average 90% of families eligible for federal free and reduced-price meal program, and 94% classified as socioeconomically disadvantaged. Schools have high percentages of Limited English Proficient students (42%) and 37% are English Learners. One out of four middle school students has high truancy rates (e27). Target areas also suffer from homelessness, unemployment, poor health statistics and high crime rates.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

2. 1b. Geographic Area Description

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

Strengths:

The applicant describes the project area as the Pacoima and Hollywood communities of Los Angeles. Targeted schools in Pacoima include the San Fernando Digital Arts Academy (at San Fernando High School), Sylmar Biotech Health Academy (at Sylmar High School), Cesar Chavez Learning Academies, San Fernando Institute for Applied Media (SFiam), Charles Maclay Middle School, Vaughn Next Century Learning Center, and Hillery T. Broadous Elementary School (e27). Hollywood schools include Ramona Elementary, Grant Elementary, Santa Monica Boulevard Community Charter School, Joseph Le Conte

Sub Question

Middle School, Helen Bernstein High School, and APEX Charter Academy (e30). Maps are provided that help define the targeted area (e24 & e28).

Weaknesses:

No weaknesses 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's strategy for school improvement is part of a comprehensive larger plan that incorporates three tenets. Tenets include: a school-based approach sensitive to student population and school needs, including staff supports for professional development; a whole school reform approach (using Transformation, one of the four turnaround models defined by the U.S. Department of Education) that provides programming for persistently lowest-achieving schools, as well as schools restructured through LAUSD Public School Choice process; and a community-based approach which facilitates family engagement to support student success (e38-e44). School reform plans are tailored to the needs of each target school and the plans share common components, which will include development of a data-driven school culture (e44).

Weaknesses:

No weaknesses 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 program will offer a complete continuum of solutions, including early learning through grade 12, college- and career-readiness, and family and community supports. The program will target 13 schools and open six Promise Neighborhood Centers with state-of-the-art computer labs. The proposal will

Sub Question

significantly increase the proportion of students in the neighborhood that are served by the complete continuum to reach scale over time as the strategy will serve a total of 5,398 elementary; 2,763 middle; and 4,656 high school students with the full continuum of solutions by Year five (e39). Schools will become Full-Service Community Schools that are accessible to youth and families from 7:00 am to 7:00 pm each school day (e39-e48 & appendix F). This will provide extended learning time through an afterschool program (3-6 pm) that links with the regular school day to use Academic Coaches and Promise Tutors for tutoring and project-based enrichment. A Program Coordinator will manage programs and coordinate services with staff, a fully credentialed teacher as Academic Coach will support teachers, and four Promise Tutors will join five AmeriCorps VISTA members in supporting students. Neighborhood youth not attending target schools will access services through six Promise Neighborhood Centers providing the full continuum of solutions (e39).

Weaknesses:

No weaknesses 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:

During the previous planning year, the applicant clearly identified and is utilizing strong neighborhood assets to help implement a continuum of solutions for this program. For example, in Pacoima's targeted areas, there are 14 Early Education Centers and 11 Adult Learning Centers; two fire stations; six parks and recreation centers, three Promise Neighborhood Centers; and 11 Technology Centers. Pacoima has six food banks or emergency distribution centers, nine neighborhood groceries, and four homeless/transitional living shelters. Hollywood's target area includes eleven Early Education Centers; five Adult Learning Centers; two parks and recreation centers; six community centers; six food banks or emergency distribution centers, two year-round utility assistance centers, seven homeless/transitional living shelters, three Promise Neighborhood Centers; and eight Technology Centers. (e61) Many strong partners (Federal, State, local, and private) have signed the MOU and provided Commitment Letters. For example, extensive leverage is provided through the support of the City and County of Los Angeles and secured in Commitment Letters to meet both the theory of change agreed to by partners in the Memorandum of Understanding, as well as the theory of action, which integrates these resources into a unified Neighborhood plan (e62).

Weaknesses:

No weaknesses 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 applicant provides a comprehensive implementation plan with clear realistic and attainable goals and objectives that will serve targeted students and parents by offering a continuum of solutions. The continuum of solutions will be centered on school-based reforms with a strong emphasis on assessment, Service Plans, and case management services to support youths and families. (e62-e64) Goals and objectives include goals for improving systems and leveraging resources. For example, Goal one states that the applicant and partners will increase systems integration and service delivery by working toward a local and statewide integration of place-based services to ensure adequate and sustainable support for

Sub Question

target area residents (e63).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Selection Criteria - Quality of Project Services

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

Reader's Score: 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:

A Data Team assessed information gathered from the needs assessment including educational, family and community support indicators (e66). The applicant employed a quasi-experimental, multi-method design to complete a comprehensive community assessment during planning. They used all of the U.S. Department of Education educational, family and community support indicators and consulted with partners to gauge which additional indicators and solutions should be included. The comprehensive needs assessment included primary data collection methods: 1,738 community surveys; 1,706 student surveys; 29 facilitated focus group sessions; 27 work group sessions; six asset mapping activities; and numerous community member-check data presentations (e65). The Team triangulated community needs data with school profile data to select target schools and a geographic segmentation analysis was used to define community locations for support services for residents not served through the target schools (e66).

Weaknesses:

No weaknesses 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 applicant clearly provides moderate and strong evidence of effectiveness for practices and programs that increase academic readiness for youth. For example, Appendix F and the continuum of solutions table (p39-42) strongly demonstrate the evidence and best practices research base for the components of the 65 programs targeted to address youth and family needs. The strategy for school improvement is part of a larger plan that incorporates three tenets: a school-based approach sensitive to student population and school needs, including staff supports for professional development; a whole school reform approach (using Transformation, one of the four turnaround models defined by the U.S.

Sub Question

Department of Education) that provides programming for persistently lowest-achieving schools, as well as schools restructured through LAUSD Public School Choice process; and a community-based approach which facilitates family engagement to support student success (p 20). Appendix F describes each segment and solution in LAPN in detail, with supportive evidence, timing of implementation, partners responsible for each solution, the estimated cost per child, the number of children by age in the target neighborhoods served by each solution, and the percentage of children of the same age group served with each solution.

Weaknesses:

No weaknesses 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:

Annual goals are clear and address all of the PN mandated indicators, as well as additional indicators specific to the needs of the targeted area. The proposal has articulated benchmarks linked to the goals and objectives to define the effects of the full continuum of solutions. (e74-e76) Benchmarks will be assessed through surveys, assessment tools, and annual parent/student surveys, among other tools provided to assess effectiveness (e 76).

Weaknesses:

No weaknesses 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: 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 demonstrates relevant experience, lessons learned, and the established ability to build capacity of the applicant's management team and project director in working with the neighborhood and its residents. For example, the Lead Agency, Youth Policy Institute (YPI), for this proposal has extensive experience in providing high-quality and effective programs and services to low-income youth and families in Los Angeles County. They have experience operating two Full-Service

Sub Question

Community Schools grants that partner with schools and parents, while integrating services (e77). YPI is the recipient of a 2010 Promise Neighborhoods planning grant. The experienced governance structure of the program will rely on established programmatic and administrative structures already in place such as an Advisory Board that is representative of the targeted geographic communities (e106). In addition, YPI has many lessons learned as they have administered twelve federal grants and have been a sub-grantee on many others from the U.S. Departments of Education, Labor, Health and Human Services, and Housing and Urban Development, while receiving ongoing federal funding through the State of California to operate 56 after-school programs and multiple workforce development programs (e77-e78).

Weaknesses:

No weaknesses 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:

The applicant clearly demonstrates experience, lessons learned, and the ability 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. The applicant clearly describes how they will employ its new comprehensive longitudinal data system to evaluate progress toward performance measures and overall goals. For example, data from existing programs and from partner programs will be integrated into and merged with this software to support services and abide by privacy laws and requirements (e94). The applicant states that lessons learned during the experience of the planning year and throughout the past decade of work in Pacoima is that strong, holistic, and sustained continuum of solutions requires regular observations of the effectiveness of community outreach and integration (e78). In addition, lessons learned include the need for a process that educates partners and community residents about research design, data collection protocols and use as early as possible to create effective partnerships (e94).

Weaknesses:

No weaknesses 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 demonstrates extensive experience and partnerships with many strong partners including the LAUSD, the City of Los Angeles, the Housing Authority of the City of Los Angeles, and multiple community partners (e81). The Memorandum of Understanding clearly identifies formal and informal partners that will provide services that contribute to the continuum of solutions as established by the proposal and that corresponds with program vision, and theories of change. Lessons learned during the planning year that build upon the experiences that YPI has in working with partners includes the need for a clear governance structure that provides understandable and acceptable roles for partners to exercise

Sub Question

leadership and provide support (e101).

Weaknesses:

No weaknesses noted.

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 demonstrates experience, lessons learned, and the established ability to build capacity of the applicant's management team and project director in integrating funding streams from multiple public and private sources. For example, Youth Policy Institute (YPI), has a [REDACTED] annual budget and 125 program sites in L.A. YPI operates two charter schools, is the external operator of two LAUSD schools, and has two Full-Service Community Schools grants from the U.S. Department of Education. The applicant has more than 70 partners targeting the communities of Pacoima and Hollywood. YPI received a 2010 Promise Neighborhoods planning grant and has secured more than [REDACTED] in match and over [REDACTED] in leverage for this implementation application. Public sector partners include LAUSD, First 5 LA, the City of Los Angeles, and Los Angeles County. Other key partners include the Los Angeles Area Chamber of Commerce, LA Fund for Public Education, Fox Entertainment Group, Paramount Studios, Magic Johnson Enterprises, California Charter Schools Association, California Endowment, Annenberg Foundation, JPMorgan Chase, Citi, Weingart Foundation, California Community Foundation, Dwight Stuart Youth Fund, IBM, and Apple (e111). Lessons learned include the capacity to integrate funding streams by leveraging all capacity building, including partner and community outreach, building capacity with data, and establishing effective partnerships (e111).

Weaknesses:

No weaknesses 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 meets this priority by planning a goal to align and coordinate between early learning entities at the local and state level to support increased outcomes for target area children across the domains of early learning so that they are ready for school. The alignment and synergy with local efforts as well as state early learning systems will occur for: Quality Rating and Improvement Systems, Standards and Curriculum, Assessments, Professional Development, Health Promotion, and Data Systems. (e113) The state early learning foundations and local Transitional Kindergarten curriculum standards will be benchmarks for proficiency in children under the age of 5. These standards will be aligned to the above QRIS design at each level. Program will partner with important local entities providing the services surrounding early learning, including First 5 Los Angeles, Los Angeles Universal Preschool, the Los Angeles County Child Care Office, the Los Angeles Child

Care Resource Center, the Early Education Division of Los Angeles Unified School District, and the Los Angeles County Office of Education's Head Start division (e114).

Weaknesses:

No weaknesses 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 proposal will provide access to the arts and humanities in programs and services provided in the continuum of solutions through afterschool programs, Summer Academies, and enrichment programs. Services will include graphic design, art classes, disc jockey training, digital music, and photography. (e116)

Weaknesses:

No weaknesses 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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Technical Review Coversheet

Applicant: Youth Policy Institute (U215N120052)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Selection Criteria 1	15	15
Quality of Project Design		
1. Selection Criteria 2	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 #37 - Implementation Panel - 37: 84.215N

Reader #2: *****

Applicant: Youth Policy Institute (U215N120052)

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 adequately identifies the needs of the target Promise Neighborhood and the magnitude of the problems in the area. Needs are well-described to be poverty, lack of health due to exposure to air pollutants, high risk of developmental delays in young children, lack of quality childcare, gang violence, lack of high school graduation attainment, low academic achievement, high truancy rates, high percentage of Limited English Proficient students, lack of young people pursuing post-secondary education, high unemployment, and lack of safety. (pp. e24-e25) Other needs are explained for their severity such as the lack of immunizations for children and youth in the PN area with only "64 percent of youth" having full immunizations on schedule. (p. e33) One strength is noted that the magnitude of needs are disaggregated for each of the target areas, Pacoima and Hollywood, and the applicant cites statistics for each of those areas to affirm the magnitude of needs. A good needs example is noted as the applicant shows each non-contiguous area's number of children not participating in physical activity for the recommended sixty minutes per day - Pacoima area 37 percent and Hollywood target area 50 percent. (pp. e25, e30) All educational indicators are provided to have needs and include children not being ready for kindergarten, students' lack of proficiency in core subjects, lack of students' successful transition from middle to high school, low rates of high school graduation, and lack of young people's college/career successes. (pp. e32-e35) The applicant also details needs for all family/community indicators including lack of healthy lifestyles, lack of feeling of safety at school/home, high student mobility, low family engagement in learning, and lack of students' access to technology at home/school. (pp. e35-e38) The applicant does provide comparison statistics for all needs in order to show the magnitude of the needs. Statistics are provided for students in individual schools, LAUSD, LA County, and California for numerous segmentations including ethnicity, poverty rates, lack of English proficiencies, transient rates, truancy rates, attendance rates, safety, graduation rates, enrollment in AP courses, and physical fitness. (Appendix F, pp. 258-429)

Weaknesses:

No weaknesses are noted.

Reader's Score: 10

Sub Question

2. 1b. Geographic Area Description

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

Strengths:

The applicant adequately defines the geographical area for the Promise Neighborhood in the specific neighborhoods of Pacoima and Hollywood in a portion of Los Angeles, California. (p. e20, Appendix p. 718) Detailed maps are provided to note the PN non-contiguous areas and their relationship to the greater Los Angeles area. (pp. e24, e26, e28, Appendix p. 718) Particular emphasis is also given to the San Fernando Gardens, a public housing project in the PN area. (p. e25) Detailed information is given for the general population of residents in both Pacoima and Hollywood. Examples of the clarifying detail are apparent with the citing of both numbers and percentages for the residents under the age of eighteen and under the age of five: Pacoima - 13,168 residents under the age of eighteen and 3,664 under the age of three and Hollywood - 10,236 residents under the age of eighteen and 2,802 under the age of three. (pp. e24, e28) Key elements for the geographic region also include ethnicities of residents, residents' linguistic characteristics, and median family income. (pp. e24-e32)

The applicant fully explains the presence of the two non-contiguous PN areas and the rationale for including both areas. A specific explanation focuses on the opportunity to also include the Hollywood geographical area in order to build upon successes and lessons learned in Pacoima and to "scale-up" change in a newly formulated dynamic community. The comprehensive rationale also includes Hollywood's lack of services, lack of awareness and consideration of needs among local philanthropic institutions, gaps in public/private infrastructure necessary for change, and lack of a sufficient network of community-based organizations needed for a PN implementation. (pp. e31-e32)

Weaknesses:

No weaknesses are noted.

Reader's Score: 5

Selection Criteria - Quality of Project Design

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

Reader's Score: 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 provides a comprehensive explanation of the alignment of the PN solutions with the rigorous school improvement strategies for the thirteen LAUSD and charter target schools. Persistently low performing target schools are identified as San Fernando High School and Sylmar High School. Documentation is described that these two schools are implementing the Transformation Model of school reform. (p. e40) With the exception of Pacoima Charter Elementary School, all the other schools in the Pacoima and Hollywood PN areas are low performing schools. (p. e16) Those rigorous strategies include replacing the principal, quarterly student assessments aligned with California Standards Tests, and increasing students' learning time in school, before school and after school. (p. e42) Other reform strategies operating in the low performing schools include teacher-led schools in a smaller learning

Sub Question

environment, Zone of Choice parental choice for schools, Career Academies, newly opened Cesar Chavez Learning Academies, and waivers of selected elements of teachers' collective bargaining contracts (e.g. curriculum, teacher evaluation, professional development, teacher assignments, assessments). (pp. e39-e40)

Excellent details are given for the LAUSD Public School Choice restructuring process and its impact on some the PN schools. The PN project contains comprehensive details of expansion and enhancement of existing school improvement solutions. (pp. e57-e59) Educational programs, policies, services, systems, and supports are adequately addressed for the PN educational solutions. A very specific plan is in place with precise criteria for moving a school into this type of restructuring and change in total leadership. (p. e41) An example of some of the rigorous criteria to move a school into restructuring includes "schools having less than 100 point gain on their API Growth Score over the past five years." (p. e41)

PN solutions are well-defined to highly correlate with the school improvement plans of the schools. Strong solutions include implementation of each school into a Full Service Community School which also has extended hours of operation, continuation of greater autonomy of teachers in the Local School Stabilization and Empowerment Initiative, Early Warning Systems for identifying students in need of academic assistance, leadership from highly qualified and experienced School Transformation Team and Grade Level Coordinators, and implementation of instructional model based on student need. (pp. e39-e40, e43-e45) Details are provided for addressing the education of children with disabilities and alignment with LAUSD Special Education Policies and Procedures. (p. e51) Key components of the solutions also include increasing services to English Language Learners with teachers being "well versed in Specially Designed Academic Instruction in English and English Language Development techniques." (p. e51) Strong evidence of a solution aligning with the schools' transformation is the opening of "one (The City School) charter school in the Hollywood target area and one (Bert Corona High School) in the Pacoima area during Year 1 of Implementation." (p. e46)

The applicant fully explains that PN Centers will operate for the benefit of PN families and children/youth, and those Centers are YPI Pacoima Youth Work Source Center, YPI Pacoima Family Center, San Fernando Gardens Public Housing Development, YPI Hollywood Youth Work Source Center, YPI Hollywood Family Source Center, and Hollywood Community Housing Corporation Kenmore Apartments. (p. e39)

Weaknesses:

No weaknesses are 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:

To a great extent, the applicant describes an implementation plan for complete educational solutions for children and youth, ages birth through youth. No gaps in services, support, age ranges, resources or time are noted throughout the extensive documentation of the solutions. (Appendix F, pp. 258-609) Strength is noted for numerous solutions including an expansion of the LAUSD Report Card System, and focus on LAPN Academic List of highest needs students for academic interventions. (pp. e44-e45, e47) The applicant does give details for scaling-up over time the proportion of PN students receiving solutions. An example is that the PAPN will address 45 percent of the youth in the neighborhood through the implementation of opportunities/solutions at the Community Centers and increase "by five percentage points each year to reach a penetrations rate of 65 percent" by the fifth year of the PN

Sub Question

program. (p. e39) Scaling-up information is also provided by segmented groups: age groups 0-4, 5-9, 10-14, and 15-17. (pp. e54-e55) Children and youth who reside in the PN area but who do not attend the target schools will also have access to the solutions of participation at the Centers, drop out recovery efforts, academic tutoring, violence prevention, and computer literacy projects. (p. e56) Family and community support indicator solutions are well-described and include aspects of health, safety, reduced housing mobility during school years, support for learning from families and communities, and increase in 21st Century technology and skills. Major solutions include parent leadership and advocacy, financial literacy and asset building, technology training and increased broadband access, and neighborhood safety partnership. (p. e60)

A complete description of each solution is presented in the Appendix F with categories being evident for evidence to support the solution, timetable, partners, cost per child, number of children to be served/how segmented analysis was used in determination of the solution, percentage of children in the same age groups to be served, and annual goals to reach scale over time. (Appendix F, pp. 258-609) Excellent information is noted for all solutions disaggregated by school name. One specific example is the Joseph Le Conte Middle School's information. Numerous benchmarks are evident such as for the goal of increasing students' academic achievement. Four benchmarks are stated, and annual increasing goals are given in percentage forms to show scaling-up of solutions. The applicant also gives complete evidence of how the solution is identified through the needs assessment such as with the solution of providing an increase in mental health services to middle school children at Joseph Le Conte Middle School. The data show there is a "waiting list to receive services," thus the solutions will increase to provide services twice a week and increase their hours to serve all students in need of counseling. (Appendix F, p. 329) The applicant defines how it conducted assessments and formed solutions with community support and development. Strategies include working towards the California Promise Neighborhood Initiative legislation, data collection and communication with over 1,700 door-to-door surveys and over 1,700 student surveys, and collaborating with more than fifty partners representing community-based organizations, institutions of higher education, the public sector, philanthropic institutions, private sectors, and the business community. (p. e21) The applicant will participate in communities of practice with other Promise Neighborhoods in the region and state. Specific communities of practice will include the California Promise Neighborhoods Initiative and the Los Angeles Neighborhood Revitalization Workgroup. (p. e44)

Weaknesses:

No weaknesses are 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 applicant provides sufficient funding detail for the identification of existing neighborhood assets and programs for each solution. Separate assets are described for both Hollywood and Pacoima. Neighborhood assets include Early Education Centers, fire stations, parks and recreation centers, adult learning centers, technology centers, several groceries, food banks, emergency distribution centers, Hollywood's utility assistance centers, and homeless/transitional living shelters. (p. e61) The applicant documents sixty-nine entities that will be providing matching or monetary donations for this PN project. (Appendix, pp. 135-251)

Private funding includes funding from Goldman Sachs (support of team based community project in leadership and civic engagement and the Hollywood Police Activities Club funding to support extended school day learning and physical exercise programs. (p. e123) Other private funding is noted to be from Dwight Stuart Youth Fund, IBM, Pacoima Chamber of Commerce, and Fox Entertainment Group. Local funding is identified from the City of LA's Community Development Department as they provide partial funding for the Youth Work Source Center and LA Reconnections Career Academy. Other local supporters include Victory Outreach, the Unusual Suspects Theater Company, JP Morgan Chase, and the

Sub Question

Los Angeles Area Chamber of Commerce. (Appendix, p. 135)

An existing Federal program which provides funding for solutions includes the U.S. Department of Education's Fund for the Improvement of Postsecondary Education Grant which is aimed at student services for increasing postsecondary education for the students in five high schools. Other Federal assets are from a U.S. Department of Commerce Grant which will support nineteen public computer centers in this designated neighborhood and the 21st Century Community Learning Center Grant which will support services in after-school programs. (p. e123) Another solution is funded through State funds. It is detailed as in-kind donations from the University of Southern California for the placement of intern social workers into the schools to provide student counseling. (Appendix, p. 199)

Weaknesses:

No weaknesses are 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:

Specific goals for improving systems and leveraging resources are presented. For each goal, details are given for a timeline of strategies to achieve the goals for each of the five years of the PN project, objectives, and a measurement scale for each objective. Short term and long term goals focus on increasing systems integration and delivery to ensure adequate and sustainable support, integrating new and existing funding from public and private sources for the solutions, increasing service delivery by engaging philanthropic and private efforts, and expanding neighborhood school choice measures available to PN residents. (pp. e63-e64) An example of detailed information provided for the leveraging of resources is presented as 400 percent of Federal PN grant funds will be matched during the first year, and by the end of the five-year project cycle, it is anticipated that 700 percent of the Federal PN grant dollars will be matched. (pp. e64-e65) The applicant's implementation plan does include aspects to identify Federal, California, and local policies and regulations which might impede its full implementation of the solutions. (p. e62) One example of policies and regulations to change is given as providing the strategies to cause passage of the California Initiative in the California Legislature to support PN programs in the state and provide statewide funding for these efforts. (p. e63) Organizational changes are noted in the goals for improving service delivery systems to support place-based initiatives. (p. e63) Environmental changes involve the increase in partner participation in meetings such as the partners of The California Endowment and the Weingart Foundation. (p. e64)

Weaknesses:

No weaknesses are noted.

Reader's Score: 5

Selection Criteria - Quality of Project Services

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

Reader's Score: 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 adequately describes the conducting of the needs assessment and segmentation analysis. The data team collected primary data and describe the process to include the collection of 1,738 community surveys, 1,706 student surveys, 29 facilitated focus group sessions, 27 group sessions, six asset mapping activities, and numerous member-check data presentations. (pp. e31, e65) Surveys were collected from large population samples through door-to-door surveys in each community, at parent classes and other events at school sites, at partner facilities' sites, at faith-based organizations, and online surveys at target schools and YPI Centers. (p. e67) Special interest focus groups involved several segments of the community including African American parents, limited English Language parents, homeless young adults, Thai residents, and Latina/o youth and adults. (p. e67) School Data Workgroup sessions were conducted to assess educational data. (p. e68) Secondary data collection was accomplished via the US. Census, American Community Survey, LAUSD records, records of the California Department of Education, and the Office of the President at the University of California. (pp. e31, e65)

Thorough descriptions are given for the segmentation analysis conducted for the PN project. Several types of segmentation were accomplished such as segmentations for community, geographic area, children need, student-need, and school-site needs. (pp. e68-e69) An example of the magnitude of the needs as established by the segmentation analysis is evident with the description of overall geographic density and spatial analysis of need, e.g. poverty, educational attainment, by number of students and target schools. (p. e31) The data team "triangulated secondary and primary sources to recommend a continuum of solutions that prioritizes high-need schools and geographic areas." (p. e31) All indicators for education and support for education by families/communities are discussed in the needs assessment and analysis. (pp. e70-e73)

Weaknesses:

No weaknesses are 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:

Numerous pieces of moderate and strong evidence are provided for the proposed PN solutions. This evidence is described to drive the intended results for the goals for each solution. Each piece of research contains the year of the study, researchers, and findings/results of the study. One good example of moderate research is noted for the indicator Early Childhood and School Readiness. Studies ranging from 1987 through 2009 are noted and include research by the Rating by the Coalition for Evidence-Based Policy Organization who studied Promise Academy Charter Middle School Program in Harlem's Children Zone. (Appendix F, p. 445) Their findings focused on the sustained effects of increased academic achievement for children who had participated in quality early childhood education. (Appendix F, p. 445) Another well-explained example of moderate evidence is noted for the solution for increasing services for English Language Learners. Strong research evidence is presented for the use of Success for All reading curriculum as an integrated reading resource in the LAPN target schools. The applicant describes the details of the study, number of participants, and significant findings. This quasi-experimental research was conducted in four states and Washington, D.C., and the primary researcher was Chambers in 2004. Other researchers, Mathes and Fuchs, conducted moderate research involving peer tutoring for children lacking English proficiency and found great effectiveness for the strategy of

Sub Question

using the Success for All reading strategy. (Appendix F, p. 675)

Weaknesses:

No weaknesses are 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:

The applicant presents clear annual improvement goals for the educational and family/community supports. Six goals are described with clear language relating directly to the PN indicators. An example of a clear goal is "LAPN youth will enroll and succeed in postsecondary opportunities." (p. e76) Precise benchmarks are given for each goal. An example of good measurable benchmarks is noted for the goal of increasing 21st Century learning tools and connectivity. The first benchmark is "percentage of students that will have school access to broadband internet and a connected computing device: five percent annual increases from a baseline of 50 percent." (p. e76) The second benchmark is clearly stated as a percentage of students who will have home access to broadband internet and a connected computing device with 5 percent annual increases from a 46 percent baseline." (p. e76) PN project years of one through five are shown in a chart with percentages of reasonable annual increases for each benchmark. (pp. e74-e76)

Weaknesses:

No weaknesses are 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: 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:

Youth Policy Institute clearly presents a wide range of experiences of its management team working with neighborhood residents in the Hollywood and Pacoima PN areas. Examples include having a staff of 1200 professionals serving 52,000 residents annually at 125 program sites. (p. e77) Other experiences include YPI operating the Hollywood Family Source Center for residents and working with families at Pacoima Elementary School. (pp. e79, e81) Experiences are well-described for the management team

Sub Question

working with the LEA and schools. YPI has provided early learning opportunities in LAUSD, two LAUSD Public Choice Schools, mentoring, college preparation services, and after-school programs at six LAPN target schools (pp. e79-e80) Other experiences with the schools include investing [REDACTED] in education and training in the schools including programs for summer youth employment for youth ages 14-24, Educational Bridge Training job training in health and preschool careers, and SES tutoring for English and math. (p. e81) YPI manages charter schools such as the Bert Corona Charter Middle School and Monsenor Oscar Romero Charter School. (p. e80)

YPI management team is described to have successfully collaborated with service providers such as the California State University Northridge and the Los Angeles Area Chamber of Commerce who supports the Connections Career Academy. (pp. e84, e88) The management team has collaborated with local, state, and Federal governmental leaders. Collaborations include those with LA Mayor Villaraigosa and his Urban Policy Working Group. (pp. e87-e88)

Experiences are stated for collaborations with California Employment Development Department in offering health career education to over 800 residents. (pp. e82, e85) The applicant has collaborated with state legislators Padilla and Fuentes for the PN efforts. (p. e87) YPI staff has worked with U.S. Congressional Representatives Berman, Bass and Becerra with their assistance in PN planning meetings and integration of support. (p. e86)

The management team and project director document lessons learned from previous leadership experiences. One lesson from working with partners in Pacoima is that a strong continuum of solutions requires regular observations of the effectiveness of community outreach and integration. (p. e78) Another lesson is to offer communication and translation services to support all residents with a divergence of languages. (p. e78)

The applicant fully describes the management team. The Executive Director will oversee the project and bring management experience and large budget oversight to the process. She administers a current annual budget of [REDACTED] for YPI. (pp. e89-e91) Brief job descriptions are given, and an extensive list of PN project personnel is presented to give adequate project oversight. (p. e91, Appendix p. 751) The management team has documented experience in administering 12 Federal grants such as the Carol White Physical Education Grant and the Full Service Community Schools Grant. (pp. e77, e81- e82)

The applicant fully explains the acceptable composition of its PN Advisory Board with representation of neighborhood residents. The Board will conduct quarterly meetings and present "a forum for stakeholders to understand progress in meeting objectives." (pp. e93, e106) The applicant affirms a commitment to share data and project results with the national Promise Neighborhoods Grant Evaluator and the U.S. Department of Education. (p. e103) The applicant presents a comprehensive timeline for all activities. (pp. e92, Appendix pp. 756-778) Proposal to build capacity is evident, and an example is that the PN Project Director will attend communication and outreach classes provided at the Centers, and management staff will complete online classes provided by the Center through CNM Online University. (p. e93)

Weaknesses:

No weaknesses are 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.

Sub Question

Strengths:

The applicant adequately describes the experiences of the YPI management team's and project director's uses and analyses of data for decision-making. Strong examples include the completed "customization of the architecture for YPI's version of Social Solutions' Efforts to Outcomes Software" and synthesizing information from YPI and partners on design, clientele, service components, and outcome measures. (p. e94) They also have shared data from the California Department of Education as they integrate data with the California Longitudinal Pupil Achievement Data System. (p. e87) YPI presents lessons learned in data collection and analysis, and a strong example is the need "for a process that educates partners and community residents about research design, data collection protocols and use as early as possible to create effective partnerships." (p. e95) Another strong lesson is the need to hire a data team early in the data collection process to "facilitate the critical and ongoing process of data collection and communication strategies" for a successful implementation. (p. e95) All components of a complete data system are evident with strong measures for collection, analysis, use, decision-making, learning, continuous improvement, and accountability. Specific examples are given such as the use of the Efforts-to-Outcomes software, creating data portals for all partners, partner training in data assessments, use of longitudinal data, use of rapid-time data for instructional decisions in the schools and for decisions of the Advisory Board, segmentation of data by subgroups, and identification of high-need students by data analysis. (pp. e95-e97) PN partner data will be integrated with API scores and AYP data from the LAUSD. (p. e97) Numerous partners will link data including data from the WIC resources, California Workforce Services Network, Virtual OneStop of the state of California, and Hollygrove's electronic health records system. (pp. e98-99) YPI states the data systems contain provisions for permitting "privileges of different levels of users and includes safeguards for data security and privacy" and adherence to HIPAA regulations, state laws, and Federal laws. (pp. e97, Appendix MOU p. 105)

The management team proposes to build capacity through regular monthly trainings and information sessions provided by Social Solutions, the creator of the ETO data system. Also capacity will be built as the PN Director presents summaries of that training to the PN Advisory Board on a quarterly basis. (p. e100, Appendix MOU p. 105)

Weaknesses:

No weaknesses are 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 presents a comprehensive Memo of Understanding for the PN project. (Appendix MOU, pp. 105-133) All partners have their organization's/institution's individual visions and theories of action/change, and those components soundly align with the PN vision, theory of change, and theory of action. An example of a partner's alignment in theory of change is the Actors' Gang's theory of change "teambuilding and positive personal expression while helping kids succeed in school." (Appendix MOU, pp. 112-113) Documentation is presented in the MOU and application for identification of the partners, their cash and in-kind contributions to the PN project, existing core services, and proposed strategies to be offered in the PN project. (Appendix MOU pp. 105-133, Appendix F pp. 445-675) Partners include YPI, ABC-Learn, Boys and Girls Club of San Fernando Valley, Armenian National Committee of America - Western Region, Los Angeles Mission College, Northeast Valley Health Corporation, and Phoenix House. (Appendix MOU, pp. 105-133) Accountability for outcomes is specifically addressed with aspects of continuous feedback loops, integrated data management, breaking down of agency "silos," and residents' active roles in decision making. (Appendix MOU p. 106) Daily management accountability is adequately addressed, and AYI will provide administrative oversight and be the fiscal agent. (p. e103) The PN management team contains workgroups such as the Leverage

Sub Question

Committee, Intervention Teams, Local School Team, Implementation Team, Management Team, and six Promise Neighborhood Teams at each PN Center. (pp. e105-e107) Details are given for residents' roles of leadership and decision-making. (p. e107) Communication strategies are adequately discussed and include updated contact information through a shared Google calendar, quarterly online reports, and newsletters to partners/residents on electronic media of email, Facebook, and Twitter. (p. e108)

Management team experiences in creating formal and informal partnerships are well-described and include those with Los Angeles City College in preparing students for health careers and with Children's Hospital in providing employment for young people. (p. e105) Lessons learned are evident, and strong examples are the "need for a clear governance structure that provides understandable and acceptable roles for partners to exercise their leadership and provide support" and the need to select "appropriate partners with strong match support through in-kind services and funding" in order to sustain the PN program on a long-term basis. (pp. e101-e102) YPI and its management team adequately propose to build capacity as the PN Leverage Committee will work with the City of Los Angeles Workforce Investment Board and the LA Mayor to provide funding for activities. (p. e103)

Weaknesses:

No weaknesses are noted.

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:

Complete information is presented for the management team's proposal to integrate funding streams from multiple public and private sources. Public sources of funding for this PN project include the City of Los Angeles, the County of Los Angeles, the Los Angeles Community Development Department, U.S. Department of Education (funding college preparation program), Federal U.S. Department of Education's Full Service Community School grant, and Workforce Investment Act funding for summer youth employment. (pp. e110-e111) Multiple private matching funds for this PN project include numerous sources such as the LA Fund for Public Education, Annenberg Foundation, California Community Foundation, The California Endowment, JP Morgan Chase, Apple, and IBM. (p. e111)

The applicant documents numerous experiences of the management team's endeavors in integrating funding sources to implement projects. One strong example is cited as the implementation of the LA Reconnections Academy where funding sources were integrated from U.S. Department of Labor, the City of Los Angeles, and the County of Los Angeles. (p. e88) Another experience in merging funding streams is described as linking YPI funds and Federal funds to provide training for over 800 low income residents and youth in the LAUSD Division of Adult and Career Education Health Careers program. (pp. e83, e87) Other public funding experiences include those from the California State Superintendent of Public Instruction and California Department of Education in the development of CA Promise Neighborhoods Initiative and the LA College Ready program (supported with Federal monies from the FIPSE grant). (pp. e80, e83)

One primary lesson learned was to provide stipends to organizations that gather data and prepare data analysis in order to have increased accountability and without burdening the partner with unpaid responsibilities. (p. e101) The applicant addresses the management team's proposal to build capacity with aspects of including partner and community outreach, building capacity with data, and establishing effective partnerships which will lead to increase in funding streams. They also plan to continue to work with the PN partners, the LA County Neighborhood Revitalization Workgroup, and the Urban Policy Working Group. (p. e111)

Sub Question

Weaknesses:

No weaknesses are 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 Early Learning Network is adequately described and includes a multitude of partners for its implementation. Local service entities involved in the Network include First 5 Los Angeles, Los Angeles Universal Preschool, Los Angeles County Child Care Office, Los Angeles Unified School District, and the Head Start Division of the LA Office of Education. (pp. e113-e114) The applicant states that an Early Childhood Education Workgroup will oversee the PN Network and implement a system of quality rating, assessments, and supports for the providers of services to the children ages birth through grade three. (pp. e57, e114) Strong components of the program also involve its alignment to the LAUP Star Quality Rating System, teacher and provider professional development, family engagement, promotion of health via home visitation programs, alignment to the California Early Learning Quality Rating Improvement System Advisory Committee's recommendations, connection to the LAUSD Transitional Kindergarten program, linkage to California early learning state standards and curriculum for children under the age of five, and program evaluation. (pp. e114-e115) A data infrastructure system is well-described and includes utilization of the Desired Results Developmental Profile, the Classroom Assessment Scoring System, and the Early Childhood Environmental Rating Scale. (p. e114) The program contains education across multiple domains and assessment to be integrated into "the ETO longitudinal data system implemented in the LAPN to capture all services and programs. (p. e115) Early childhood learning opportunities will be offered in multiple locations and through multiple platforms such as public television and web-based applications. The applicant documents that an Early Childhood Director is provided, and she possesses twenty-two years' experience in early childhood education, direct experience in conducting Early childhood Environment Rating Scale assessments, university credentials, and state licensure necessary for quality leadership for the Network. She holds a M.A. in Marriage, Family and Child Counseling, Specialization in Clinical Child Development from Pacific Oaks College in California. (pp. e115, Resume p. 2) The PN plans include sufficient solutions to focus on the needs of children with disabilities and English Language Learners. (pp. e50-e51) The applicant provides an extensive and comprehensive scope of solutions for the Early Learning Network. Aspects in the description include solution, description of solution, segmentation analysis for young children, research evidence for solutions, PN partners to provide support services and solutions, number of children to be served (increasing over time), program costs, source of funds, and locations of all services. (Appendix F, pp. 445-455, 748)

Weaknesses:

No weaknesses are 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 Scored

Weaknesses:

Not Scored

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 provides adequate information for solutions to include arts and humanities opportunities to children and youth in the PN target area. The access will be offered through "after school programs, Summer Academies, and enrichment programs." (p. e116) Opportunities include graphic design, art classes, disc jockey training, digital music, and photography. (p. e116) The PN community partners plan to expand current programs such as The Harmony Project in its "music-based mentoring program in Hollywood and Pacoima, including performance ensembles and youth orchestras." (p. e116) Organizations providing activities are the Hollywood Police Activities League, Hollywood Fit Club, The HeArt Project, The Unusual Suspects Theater Company, The Actors' Gang, and the Youth Policy Institute. Other unique experiences designed for the children and youth include a theater residency program, creative writing and playwriting, Shakespeare study, theatre for social awareness, image and makeup, mask making, improvisation, the Show Off performing arts program, and cultural field trips to the Queen Mary and the LA County Museum of Art. (pp. e116-e117)

Weaknesses:

No weaknesses are 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 Scored

Weaknesses:

Not Scored

Reader's Score: 0

Status: Submitted**Last Updated:** 10/31/2012 04:40 PM

Status: Submitted

Last Updated: 11/02/2012 12:04 PM

Technical Review Coversheet

Applicant: Youth Policy Institute (U215N120052)

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 #37 - Implementation Panel - 37: 84.215N

Reader #3: *****

Applicant: Youth Policy Institute (U215N120052)

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:

Of the 13 targeted schools in the PN, 2 are PLA and 10 are LP (e16).

The applicant has structured the LAPN into two distinct components -- Pacoima and Hollywood (p2/e20), and notes that the two components present unique challenges that make them good candidates for the PN approach. Hollywood is presented as an opportunity to build on lessons learned in Pacoima (p14/e32).

The determination of which neighborhoods in which to base the LAPN was made on the basis of: 1) a strong need for services; 2) lack of awareness and need among local institutions; 3) a gap in local public/private infrastructure preventing systemic changes; and 4) a sufficient network of community-based organizations needed for implementation (p13/e31-p14/e32).

The needs narrative (p6/e24-p14/e32) contains detailed demographic, economic, health, academic and crime statistics as they correlate to the respective PNs.

The Pacoima neighborhood component of the LAPN has significant needs illustrated as follows for its 40,734 people (starting on p6/e24): 32% of residents are under 18; 25% of households are linguistically isolated; 31.2% of the children live in poverty; median family income is \$36,000; physical hazards include lead paint, freeway traffic, landfills, diesel trucks, chemical manufacturing, power plants, heavy industry, overcrowding and toxic pollution; fresh food markets and healthy living programs are scarce; 8.6% of children aged 0-17 have been diagnosed with asthma; 34.4% of children are at high risk of developmental delays; 33.3% of fifth graders are obese; 33.7% of surveyed families have difficulty finding acceptable childcare options; 18% of children lack health insurance; 3.8% of Pacoima youth are homeless; 6.4% of Pacoima children were born with low birth weight; the crime rate is 2.4 Part 1 Crimes (homicide, forcible rape, aggravated assault, robbery, burglary, larceny and vehicle theft) per 1,000 people; and 54.3% of the population 25+ does not have a high school diploma.

The Hollywood neighborhood component of the LAPN has significant needs illustrated as follows for its 57,044 residents (starting on p10/e28): 18% of residents are under 18; 30% of the population 25+ does not have a high school diploma; 14% of housing units are defined as overcrowded; average household income is \$26,027; the poverty rate for families with children is 85% in one block group; the poverty rate

Sub Question

for children is 100% in on block group; the unemployment rate is 18.6% (compared to the county's 10.2%); there is no public housing; a Part 1 Crime rate of 38.6 crimes per 1,000 residents; youth in SPA 4 are 1.8 times more likely to be arrested and detained in juvenile hall than other parts of the city; and 30.7% of fifth graders are obese.

Pacoima is part of Service Planning Area (SPA) 2 in which there are 6,000 homeless individuals on the street on any one night -- of which 16% are under 18; and Hollywood is part of Service Planning Area (SPA) 4 in which there are 41,000 people living on the streets.

The specific indicators of need are stated in detail (p14/e32-p20/e38), with several of them referencing the studies, surveys or data sources from which they originated.

Weaknesses:

No weaknesses found.

Reader's Score: 10

2. 1b. Geographic Area Description

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

Strengths:

The narrative describes both non-contiguous components of the LAPN (Pacoima and Hollywood), contains small maps of each area, and has secondary maps with color-coding of violent crime hot spots (p6/e24-p14/e32). The narrative also includes detailed demographic, economic, health, academic and crime statistics as they correlate to the PNs.

The Appendices contain two detailed maps showing the clear geographic boundaries of LAPN Hollywood and LAPN Pacoima respectively, along with insets showing the two PNs relative to the greater LA area.

The appendices contain two color-coded maps each for the two PNs showing the target schools and indicating the metrics of "Children Below Poverty", "Index of Vulnerability", and "Individuals with Less than a High School Education".

Weaknesses:

No weaknesses 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

Sub Question

comprehensive strategy for improvement of schools in the neighborhood.

Strengths:

All three elements of the LAPN strategy are focused on schools, with: a school-based approach; school reform (Transformation Model); and family engagement to support students (p20/e38).

There are 65 distinct programs in the continuum of solutions for youth and family needs (p20/e38).

The applicant has set a goal of making each LAPN school into a Full-Service Community School, that is accessible to youth and families from 7 am to 7 pm each day (p21/e39) -- and is taking a schools-based approach that makes sure students who attend the target schools (but do not live in the PN) can benefit from the continuum of solutions. Young people in the PN who do not attend the target schools can still get access to the full continuum through six Promise Neighborhood Centers.

Based on the applicant's own experience and research on models such as the Harlem Children's Zone, the applicant has determined that a 65% saturation rate is an effective transformation tipping point -- and has established that as its target at the conclusion of the 5-year PN program. Its goal is to start with 45% of students in Year 1 and increase by five percentage points annually (p21/e39).

The applicant and the Los Angeles Unified School District (LAUSD) are already working closely on school reforms and school transformation -- including efforts through the LAUSD's "Zone of Choice" initiative, which will be part of the LAPN (p21/e39-p22/e40).

The LAPN and the LAUSD will be working to incorporate the Dec 2011 Local School Stabilization & Empowerment Initiative that authorized the LAUSD to grant several autonomies to schools to boost academic achievement (p22/e40).

Table A (p24/e42) details the strategies and steps of the Transformation Model that is already being used by the LAUSD.

Table B (p25/e43) details the strategies and steps for LP schools already being used by LAUSD.

The applicant and its partners already have relationships with the 13 schools, and the applicant is already having monthly meetings and outreach activities (p32/e50).

Weaknesses:

No weaknesses 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:

Programs and services are designed to be offered at all 13 target schools, the 6 Promise Neighborhood Centers, and 36 partner sites (p35/e53). All PN Centers and partner sites will display the LAPN logo so that neighborhood residents know the programs and services are available there. The logo and associated branding reflect an astute understanding by the applicant and its partners not only about building awareness, but also about a visual representation of PN facilities being safe zones for learning and advancement -- and also safe zones in a literal sense.

The applicant's goal for all LAPN programs under its Full-Service Community Schools model (and also

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supported by the Harlem Children's Zone) is 65% for youth under 18 over the five-year period of the grant (p35/e53).

Saturation rates are also summarized on page F2 in Appendix F, and are broken down by ages: 0-4; 5-9; 10-14; and 15-17. In addition, the table shows the applicant's plan for targeted students as starting at 80% and concluding at 100% by the conclusion of PN five-year effort.

The continuum of solutions is designed to supplement, not supplant, existing programs and resources by LAPN partners (p36/e54).

A very detailed 23-page LAPN Implementation timeline starts at page 756, and consists of a table that lists every LAPN activity on a monthly basis each year -- as well as who is responsible for each activity -- for all five years. It allows the reader to follow the proposed activities and visualize the implementation. The implementation timeline also serves as a basic project management chart due that is useful as a briefing tool as well as a planning mechanism.

Weaknesses:

No weaknesses 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:

Neighborhood assets are listed in a table summarizing the continuum of solutions starting on p39/e57. The table is segmented by the categories of: Early Childhood; Elementary Schools; Middle Schools; High Schools; School Transformation; Out of School Youth; Family and Community Support; and Postsecondary Education and Careers. Within those categories are: specific assets listed; the partners providing those assets; and a reference field listing the page number in Appendix F to locate further information.

By Year 5, the LAPN expects to match up to 700% of Federal funding (p46/e64).

LAPN Early Childhood Programs are listed in the "Other Appendix" (p748-p749). There are 25 organizations providing Early Childhood programs in the Pacoima area, and 25 organizations providing Early Childhood programs in the Hollywood area.

Existing neighborhood assets and programs supported by Federal, State, local and private funds are listed (with individual narratives) in the "Other Appendix" (p788-p795). Each partner providing existing services and resources is identified along with a paragraph of narrative description.

Weaknesses:

No weaknesses 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.

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Strengths:

The Table (p45/e63-p46/e64) itemizes the four annual goals for improving systems and leveraging resources with clear annual goals. They are: 1) increasing systems integration and service delivery; 2) integrating existing services by partners into the continuum of solutions; 3) increasing integrated service delivery by engaging philanthropic sources and private efforts with public delivery systems; and 4) expanding neighborhood school choice measures.

In Appendix F (starting on p258), the applicant provides detailed implementation plans for all 13 schools and all 65 programs in the continuum of solutions. Each one contains annual goals and implementation details that address improving systems and leveraging partner resources. The detailed implementation plans for the 13 schools contain: a census of the students; a breakdown of demographic, socioeconomic, and academic data for the school compared to the rest of the LAUSD, LA County and the State of California; a table of indicators, goals, benchmarks annually during the PN grant; school profile; a school transformation plan; data strategy; supportive services; specific solutions from the continuum to be implemented; a weekly calendar showing a typical day for each day of the week (M-F) for LAPN staff and how they plan to spend their time. The calendar is color-coded by nine different categories of activities. The solution program implementation plans contain: the segment served; the solution name a description; the needs assessment data and segmentation analysis supporting each solution; detailed evidence supporting the validity of the solution; a listing of partners; an implementation overview over five years that shows number of individuals served, program cost, per-individual cost; and the source of funds; and implementation details in terms of logistics and administrative data (for some programs).

Each element of the detailed implantation plans for the 13 schools and the 65 programs is complete and comprehensive enough to serve as a stand-alone document not only for implementation, but also for a detailed briefing on the work to be done at either a school or for a program. All 78 represent a high level of detail and quality, and are all clearly within the same family of efforts. They can be thought of as 78 documents on a shelf that are part of a series. More importantly, this level of documentation also reflects the amount of detailed five-year operational planning that has already been done by the LAPN leadership. Upon award the LAPN team would be ready to begin implementation immediately, and can demonstrate they know exactly what they want to do, how they want to do it, when they want to do it, and how much it will cost.

Weaknesses:

No weaknesses 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

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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.

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Strengths:

The four-part segmentation analysis included: community need (by sub-population); geographic density and spatial analysis; child/student education; and school need by target site (p50/e68).

Surveys (adult and student), focus groups, and multiple data sources were used to compile the necessary information for the segmentation analysis into four distinct segmentation categories to generate the 14 solutions with 65 programs for the continuum of solutions (p51/e69-p52/e70).

In Appendix F (starting on p258), the applicant provides detailed implementation plans for all 13 schools and all 65 programs in the continuum of solutions. Each program implementation plan contains a very detailed Need/Segmentation Analysis component.

Immediately after the school and program implementation plans, the applicant includes a table titled "2012 Los Angeles Promise Neighborhood Indicators and Data Sources" that lists each indicator, its category, primary data sources and secondary data sources (next-to-last section in Appendix F).

Weaknesses:

No weaknesses 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 proposed solutions in the continuum are broken out in a table starting on p39/e57 that shows which page in Appendix F the detailed implementation data appears for each solution. Detailed evidence appears in each program implementation plan.

The applicant includes a table titled "2012 Los Angeles Promise Neighborhood Indicators and Data Sources" that lists each indicator, its category, primary data sources and secondary data sources as the next-to-last section in Appendix F. It is located immediately after the 78 detailed school (13) and continuum of solution program (65) implementation plans.

A detailed LAPN bibliography is the last section of Appendix F, and provides many additional reference sources that represent strong evidence in support of proposed solutions.

Weaknesses:

No weaknesses 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:

The six major categories of goals are listed in a table that starts on p56/e74, and contains each indicator the LAPN is addressing -- with annual improvement goals for each category.

Clear annual goals for indicators are shown In Appendix F (starting on p258), where the applicant provides detailed clear annual goals for improvement on indicators for all 13 schools and all 65 programs in the continuum of solutions. The school implementation plans show each school's annual

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goals for improvement broken out by each indicator for each school. The program implementation plans show the annual implementation goals for numbers of students served, percentages of students served (segmented as needed), program costs, and per-child/student/youth cost.

Weaknesses:

No weaknesses 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 scope and detail of the MOU and match documentation reflect the applicant's ability to build capacity and secure the necessary resources to do so (MOU, match documentation). The MOU and several pieces of the match documentation reflect organizational commitments to support the LAPN, specific plans for doing so, human capital decisions to recruit necessary staff, and tangible financial commitments to build out any remaining project infrastructure.

During the needs assessment and segmentation analysis, the applicant worked closely with community organizations, schools, parents and young people to conduct surveys and facilitated discussions in the planning efforts for this grant. The Project Director is scheduled to perform a variety of activities to ensure frequent communication and responsive to neighborhood needs with meetings, outreach and updates (p75/e93).

The applicant has administered 12 Federal grants during the last decade, currently receives funding from the State of California to operate 56 after-school programs, and receives funding from the City of Los Angeles to support a variety of community programs (p59/e77-p60/e78).

Lessons learned from the applicant's past decade of work include: the need for regular observations of community outreach and integration; the need to hire outreach staff as early as possible; and the use of community organizations to provide information, orientation and leadership development (instead of starting new organizations to do so) (p60/e78-p61/e79).

The applicant and the LAPN partners are already providing services at 12 of the LAPN schools and are currently serving almost 10,000 young people with the continuum of solutions. This represents 75% of schools and 65% of students to be served at the end of the five-year implementation period (p74/e92).

The LAUSD (the LEA for this effort), is a full partner with the applicant in the LAPN (MOU).

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The applicant operates small high school (the Sylmar Biotech Health Academy) on the site of Sylmar High Scholl (a PLA high school) (p29/d47).

The proposed LAPN program director is the applicant's COO. As the applicant's former Director of Youth Services, she had responsibility for 56 after-school programs in the two PN areas (Pacoima, Hollywood) and elsewhere in Los Angeles (p72/e90). She also maintained partnerships with other non-profit organizations, coalitions, businesses, civic and political groups, and educational institutions (from her resume).

Weaknesses:

No weaknesses 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 applicant is using a customized version of the Efforts-to-Outcomes (ETO) software as the LAPN-wide data system that is already operational (p76/e94).

Lessons learned in partnership with ETO's developer, Social Solutions, include a focus on educating all partners and the community on data collection and utilization (p77/e95). Another lesson learned is the need for the data team to be hired as early as possible.

An LAPN data team has already been formed by the applicant's Director of Research & Evaluation, and has been successful thus far (p77/e95). This demonstrates the applicant's capacity building capability in a critical program function.

The applicant acknowledges difficulties and challenges regarding the selection of a longitudinal data system, and has it as a lesson learned to have an earlier start for the selection of the longitudinal data system (p77/e95). The practical application of this lesson learned is to provide each partner its own portal in which to upload data rather than gathering all the data and putting it into a centralized applicant database (p77/e95), which speaks to capacity building as well as continuous improvement.

The longitudinal data system will be used to track data on individuals, family units, schools and community-based organizations (p78/e96).

ETO will be used to evaluate the effectiveness of staff in providing services (p78/e96).

The LAPN will work with the LAUSD and the CA Department of Education to import relevant data from their systems into the ETO (p79/e97).

The LAPN Data Team and the LAUSD have already worked together to integrate data into the longitudinal data system from/with sources such as the District Integrated Student Information System (ISIS) and the California Longitudinal Pupil Achievement Data System (CALPADS) (p79/e97).

A fuller description of the ETO system and its use/implementation by the LAPN is enclosed in the Appendices and goes into more detail how the partners will contribute data, use the data, and comply with regulations (Appendix).

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Weaknesses:

No weaknesses 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 MOU that defines the parameters of the LAPN is detailed and comprehensive. Partners have described their theory of change and their theory of action, signed the MOU and provided commitment letters for their participation in the LAPN -- and the alignment of all partner theories of change and action is an agreed-upon component of the MOU itself, as noted on its first page.

Within the MOU, the applicant, the City of Los Angeles, the County of Los Angeles, and the LAUSD describe how they view the LAPN and how they will work together. With the largest (in term of size and financial commitment) partners in sync, the framework is clearly established for all the other partners to integrate their efforts, their programs and their funding streams.

The MOU itself defines governance and accountability obligations of the partners in its first four pages.

The applicant's executive director has held his position since 1996, and as noted in his (enclosed) resume, has grown the organization from an annual budget of less than [REDACTED] in 1996 to [REDACTED] today. His resume also includes 23 current and former projects that required some level of formal or informal partnerships necessary to build programs and ensure service delivery. Thus, the applicant is led by someone who has direct, tangible and extensive experience in doing what is required to only do the work, but also to form the partnerships that are necessary to scale programs.

The narrative references lessons learned during the planning year (presumed to be part of the applicant's FY 2010 PN Planning Grant). One lesson noted is the importance of a clear governance structure (p83/e101).

Another lesson noted is the need for targeted partner outreach to make sure all required PN segments and services were performed by qualified partners who themselves represented long-term viability and sustainability (p84/e102). Partner selection appears to have been influenced positively by this lesson.

Weaknesses:

No weaknesses 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 documents several instances of how it has been braiding diverse funding streams starting at p91/e109, and cites examples such the use of Title 1 funds to support academic tutoring services (p92/e110). References are also made to integrating the funding streams from other grants (U.S.

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Department of Education, U.S. Department of Labor, and U.S. Department of Commerce). The lessons learned from the applicant's experience and those of its partners to integrate complex funding streams are reflected in the LAPN's approach to resource management -- particularly when reviewing the 78 school- or program-specific implementation plans, as well as the full spectrum of the funding resources across all partners that will be incorporated into the LAPN above and beyond Promise Neighborhoods funding (match documents).

The Mayor of Los Angeles and the Superintendent of the LAUSD have already pledged their resources to helping make the LAPN a success (p69/e87).

The applicant lists a case study in blended funding (LA Reconnections Academy (LARCA), starting on p70/e88).

The applicant indicates that they and LAPN partners have been working the past year in a capacity building effort to build and expand the "braiding" of diverse funding (p91/e109).

The applicant has incorporated existing services at LAPN schools that will be incorporated into program services (Appendix F, p258-p444).

The applicant notes several funding streams from various public and private sources into its program delivery (p92/e110-p93/e111).

The summary table and letters supporting documentation of match starting at p135 indicate the applicant's capacity to integrate various funding streams into its program delivery.

Weaknesses:

No weaknesses 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 addresses all of the criteria for expanding an existing early learning network to comply with this CPP: 1) several partners are identified for integrating various services and programs in the neighborhood (p95/e113-p96/e114); 2) the state Early Learning Quality Rating Improvement System Advisory Committee's (ELQISAC) recommendations are referenced (p96/e114); 3) several data sources for segmentation analysis are referenced (p96/e114-p97/e115); 4) An individual has been designated to coordinate this work (p97/e115), and her resume is provided in the Appendix materials; and 5) the CLELN has services for children from age 0-11 (Early Childhood & School Readiness solution program implementation plan write-up in the Appendix).

Weaknesses:

No weaknesses 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:

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:

Programs offered in partnership with (among others) Heroes of Life, the Harmony Project, the Hollywood Police Activities League, the HeArt Project, the Unusual Suspects Theatre Company, and the Actor's Gang are all noted in the narrative (p98/e116-p99/e117) and are expanded upon in detail within the Appendix sections on program implementation. Programs include: classes in fields such as art, disc jockey training, photography, and multi-media production; service learning projects to help students develop volunteer assignments for community improvement; fitness/nutrition activities to build healthy lifestyles, a martial arts academy, soccer and fitness; music-based mentoring; arts education; theater residency; creative writing and playwriting; theater production; performing arts; and cultural field trips.

Weaknesses:

No weaknesses 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:

Weaknesses:

Reader's Score:

Status: Submitted
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